DOCUMENT RESUME

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IDENTIFIERS	California; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; PF Project

ABSTRACT

Four handbooks developed by the Consolidated Programs Department of the Sacramento City Unified School District (California) provide a means by which the multitude of federal, state, and district rules and regulations pertaining to compensatory education can be understood. The "Consolidated Programs Office Management Procedures" handbook covers: ranking and funding for Chapter 1 of the Education Consolidation and Improvement Act (ECIA, Chapter 1--formerly called Title I), State Compensatory Education (SCE), and School Improvement Program (SIP); reading and using the monthly budget printout; writing purchase requisitions; keeping records of allowable expenditures; and keeping records for consolidated programs. The "ECIA Chapter I and State Compensatory Education" handbook contains 154 topics in the areas of program history and philosophy, fiscal management, eligibility, testing, program management, program personnel, school advisory committees, and pupil services. The "Nonpublic School ECIA Chapter I" handbook describes procedures for providing services to nonpublic school pupils. The "ECIA Chapter I Neglected and Delinquent Program" handbook details the Chapter I program in institutions for neglected and delinquent children. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

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Sacramento City Unified School District

Chapter 1/State Compensatory Education Handbook Series

Sacramento City Unified School District

Sacramento, California

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency: Sacto. City Unified School District Grade Levels: N/A

Address: P.O. Box 2271 Telephone: (916) 454-8266

City: Sacramento State: CA Zip: 95810

Name of Contact Person: Michael F. Berrigan ACSA Region: III

Name of Course, Program, Project or Policy: Sacramento City Unified School District Chapter 1/State Compensatory Education Handbook Series

Date of Operation of Program or Project: 1980 - Present

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

In 1980, the Consolidated Programs Department of the Sacramento City Unified School District published the first of a series of handbooks which soon became benchmark publications for ESEA, Title I programs throughout the state. The handbooks received enthusiastic approval in project schools in Sacramento as a means by which the multitude of federal, state, and district rules and regulations easily could be understood. State and federal government consultants lauded the handbooks and used copies as examples of good program management and compliance. Between 1980 and 1983, more than 250 sample copies of the publications were requested by California school districts.

The Sacramento City Unified School District presently issues multiple copies of a set of two handbooks to each Chapter I/State Compensatory Education public school yearly. One handbook lists program office management procedures and the other addresses program operation and compliance. The office management booklet is divided into five sections: 1.) Ranking and Funding for Chapter I, State Compensatory Education, and School Improvement Program; 2.) How to Read and Use the School's Monthly Budget Printout; 3.) Purchase Requisitions and Personnel Requisitions; 4.) Allowable Expenditures; and 5.) School Record Keeping for Consolidated Programs.

The Chapter I/State Compensatory Education program handbook contains 154 topics listed under these headings: 1.) Program History and Philosophy; 2.) Fiscal Management Information; 3.) Eligibility, Testing, and Program Management Information; 4.) Program Personnel Information; 5.) Information on Chapter I/State Compensatory Education Parent and Committee Requirements; 6.) Serving Pupils; and 7.) Miscellaneous Information.

A third Sacramento Consolidated Programs Office handbook details the district nonpublic school E.C.I.A., Chapter I program. This handbook concentrates on identifying legal activities for district instructional aides working at nonpublic school sites.

A fourth handbook details the Chapter I program in institutions for neglected and delinquent children.

Each district handbook is rewritten yearly and updated to reflect state, federal, and district rules. To keep the style clear and direct, the handbooks do not contain direct quotes from laws or state guidelines, nor are they referenced directly to the California Education

Permission to reproduce this program description and accompanying materials (if any) is granted to ERIC (Educational Resources Information Center).

NAME: Michael F. Berrigan DATE: January 10, 1984

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.

Code or Title V Administrative Code. Insofar as possible, the books contain brief, direct statements like, "Instructional aides may be assigned the following duties:".

For additional information on the handbooks, contact the Sacramento City Unified School District's Consolidated Programs Office, (916) 454-8266.

Sacramento City Unified School District

CONSOLIDATED PROGRAMS
OFFICE MANAGEMENT PROCEDURES
AND
MISCELLANEOUS INFORMATION

1983 - 84 edition

Sacramento City Unified School District

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The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RANKING AND FUNDING
FOR
CHAPTER I, SCE, & SIP

1983-84

RANKING AND FUNDING FOR CHAPTER I, SCE, AND SIP

CHAPTER I

1. Each year in January or February, the district receives a report from the Sacramento County Welfare Office listing all of the public schools in the Sacramento City Unified School District and telling how many children, ages 5-17, are from families receiving some type of Aid for Dependent Children. This report, called the "AFDC Report," shows numbers and percentages of pupils receiving welfare assistance at each school but does not identify the children by name.

2. The Consolidated Programs Office uses the AFDC Report to rank all of the schools. The school with the highest ranking has the greatest percentage of its pupils receiving welfare assistance.

3. Following federal law, the Consolidated Programs Office now calculates the average percentage of pupils on welfare for the entire school district and this figure becomes the cut-off point for Chapter I funding. Every school with more than the district average percentage of pupils on AFDC is eligible to receive Chapter I funds. The superintendent decides if the district will distribute its Chapter I funds to all eligible schools or if the funding will be confined to the most needy of eligible schools.

4. The next step in funding for Chapter I requires counting the number of eligible pupils in each school. Although the school is ranked for services by the number of children receiving welfare assistance, the funding for the school is based on test scores--a child's welfare status has nothing to do with the child receiving or not receiving Chapter I services.

   Once a school is declared to be a Chapter I school, all children needing extra help are served. The district uses the Comprehensive Test of Basic Skills (CTBS) to check each child's achievement in reading, mathematics, and language arts. The district identifies a test score below which children will be considered eligible for Chapter I services. The law says eligible pupils must score below the 50th percentile and Sacramento, like many districts, usually decides that children who score at or below the 49th percentile on the total reading, mathematics, and language arts sections of the CTBS are eligible for services.

   Because plan writing and funding must be done far in advance of the actual school year to allow time to organize classes, hire teachers, aides, other personnel, and order materials, the counting of pupils must be an estimate of the number of eligible children the school will have in the future.

Here is how Sacramento estimates how many Chapter I children will be in a school during the following year:

a. The CTBS scores are examined and, at each grade level, the average percentage of pupils below the 50th percentile is recorded. For example, if Grade 3 has 36% of the pupils eligible in reading, 43% in mathematics, and 25% in language arts, a 35% figure is used for Grade 3. This is done at each grade level and the percentages are averaged to give a composite score for the school.

b. This composite is multiplied by the projected school enrollment (supplied by the Administrative and Evaluation Services Office) for the third month of the following year, and this results in the number of pupils to be funded.

5. The final steps in the Chapter I funding may now be taken. First, each school's expected number of Chapter I pupils is entered on the list of ranked schools. Now, before anything else can be done, the district must decide how much money will be given to the school for each child in the Chapter I or the State Compensatory Education (SCE) program (both programs use the same funding rate). Once this rate is set, the school's funding is calculated by multiplying the number of children times the funding rate. For example, 100 children at $500 each would give a school $50,000. This data is also entered on the ranking chart. The chart now looks like this:

Rank	School	No. of Eligible Pupils	Chapter I/ SCE Funding Rate	Next Year's Chapter I/SCE Funding
1	Abbott School	326	$500	$163,000
2	Boswell School	200	$500	$100,000
3	Corney School	150	$500	$ 75,000
4	Dobbins School	206	$500	$103,000

6. Now, before the schools are listed as Chapter I, the State Compensatory Education (SCE) program must be considered. Federal rules require that SCE money be distributed first. Let's assume that the first twelve schools will be SCE and not Chapter I. Starting with school number 13, the Chapter I money is distributed and because the funding rate has been set with this goal in mind, the money runs out at the last school eligible to receive Chapter I funding.

The process of carefully planning the distribution of Chapter I money takes many days of work in the Consolidated Programs Office and must be coordinated with State Department of Education time lines, the activities of the district Testing Office, and the receipt of AFDC and enrollment data.

STATE COMPENSATORY EDUCATION (SCE)

The State Compensatory Education (SCE) program follows guidelines similar to the Chapter I program.

SCHOOL IMPROVEMENT PROGRAM (SIP)

1. School Improvement Program (SIP) ranking and funding is much different from the ranking and funding for Chapter I or State Compensatory Education. SIP rankings are determined by a district committee of parents, interested community members, and staff assigned by the Board of Education. The Board of Education determines much of the criteria for entrance into the SIP program for Sacramento schools, and this information is contained in the District Master Plan for School Improvement.

2. At least half of the schools participating in the district's SIP program must be Chapter I/SCE participating schools. An individual school site council and the Board of Education decide if a school will apply for a SIP program.

   Elementary schools are ranked according to the district master plan for entrance into the SIP program and the State Department of Education allocates funds to some or all of these schools. Once a school is selected for SIP, it continues in the SIP program each year without being ranked again.

   Secondary schools wanting to participate in SIP programs must compete with other schools to receive funding. The school staff, parents, and district support personnel appear before a state SIP board to explain why their school should be granted SIP money. Once a secondary school has been selected for SIP, it continues its SIP program without additional competitions.

3. The California Legislature sets SIP funding rates for both elementary and secondary schools, and these rates vary at different grade levels.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

HOW TO READ AND USE THE SCHOOL'S MONTHLY BUDGET PRINTOUT

1983-84

HOW TO READ AND USE
THE SCHOOL'S MONTHLY BUDGET PRINTOUT

Your school receives a monthly computer printout showing how much district and special program money has been spent. The printout is issued by the Budget Office in two parts. The first section is a SUMMARY BUDGET REPORT and the second part is a DETAIL BUDGET REPORT. By reading and using these reports, a school can keep accurate records of its financial status.

The following paragraphs describe how to use the categorical program sections of your budget printouts.

First, please remember that budget printouts for special programs such as Chapter I, State Compensatory Education (SCE), and the School Improvement Program (SIP) begin with decisions made at the school itself. The printouts show allocations made by the school and submitted to the Consolidated Programs Office on the school's budget worksheet. If, for example, the school has decided that $200 of Chapter I money will be spent on instructional supplies, the printout will show this $200 in the column headed "Appropriations." All SIP funds are shown on the school printouts and Chapter I, SCE, and State Bilingual Program printouts include everything except personnel salaries.

At the left side of the budget printout is a column headed *ACCOUNT CODE*. The numbers in this column are called "account codes" and are part of the district system to keep track of all money. Some of the numbers in the account codes are part of a state-wide accounting system and other numbers are part of the district's own accounting system.

There are five sections in an account code and the entire code must have eleven numbers and one letter. All Chapter I, SCE, and SIP program account codes begin with a "1" which means that the money is a part of the current year general fund. This "1" is followed by the letter "R" which means this is a special project (Example: 1RO528764510).

The *school location* is the next part of the code. All schools are identified by a three-digit number assigned by the district. In our example, the location is "052," John Adams School. School location codes are printed on the district's telephone directory sheets and in the district Budget Classification Code Manual (Example: 1RO528764510). It is important to understand that this location *is not* the state identification number for the school; *the state identification number* (printed in the state school directory and on the yearly plans for Chapter I, SCE, and SIP submitted by the school) *is not part of the account code system.*

The next series of three numbers is the *department code*. A full list of all department codes is given in the district Budget Classification Code Manual. Our example shows the department code as "876" (Example: 1RO528764510). The department code is "876" for Chapter I Parent Advisory Committees (the School Advisory Committee). A SIP School Site Council would be marked "870."

The last part of the account code has four digits. This section tells exactly where the money is assigned and is called the *expense code*. The "4510" in our example is for "Administrative and Other Supplies or Expenses, Including Postage" (Example: 1R0528764510). A list of commonly used expense codes is included on the last pages of this booklet.

The consolidated programs budget worksheets and school plan budget pages do not show full account codes. Printed on the left of each item on the budget worksheet and on page 9 in the school plan is the four-digit expense code.

The second column on the budget printout is called *ACCOUNT TITLE*. This column uses abbreviations for the different categorical programs. Chapter I programs are listed as *ECIA*, *CHAPTER I*. SIP programs are shown as *Sch Imp Program*, and SCE programs are entered under *State Comp Ed*. Bilingual Education programs are called *EIA State Bilingual*. You will also see the letters *YTD* in this column. This means *Year to Date*, and shows the funds from July 1 until the time the printout was prepared.

The third column is headed *ABATEMENTS (Memo Only)* and shows an addition to the amount of money the school may spend. For example, a school orders workbooks from a publisher and the Accounting Department pays the bill. The school, however, changes its mind and the order is cancelled. The cost of the workbooks is abated to the school account and represents that much more that the school has available to spend for books.

The *APPROPRIATION* column shows how much money the school has set aside for each type of purchase. The appropriation column entries should be the same as those shown on the budget worksheets at the school except for Chapter I, SCE, and State Bilingual personnel salaries, which are not included on the printouts. Sometimes the appropriations on the printout may not match the school budget worksheets. Usually this happens because of these circumstances:

1. The school budget worksheet was not balanced correctly. Unbalanced worksheets are corrected by the Consolidated Programs Office and the corrected version of the worksheet is forwarded to the Budget Office. The Consolidated Programs Office sends a copy of the corrected worksheet to the school, but the original worksheet is often kept on file somewhere in this school and it will not match the monthly printout allocations.

2. Adjustments in school funding during the year are added onto or subtracted from the school printout without an explanation of the adjustments being included on the printout. Notice of adjustments are always sent to schools by the Consolidated Programs Office, but the next printout the school receives may or may not reflect those adjustments.

The next column on the printout lists *ENCUMBRANCES*, which are promises to pay. Encumbrances often are purchase orders which have not been fully processed and paid or perhaps they are obligations to pay salaries or contracts. Encumbrances are deducted from appropriations. A school with $300 allocated for supplies and a $200 encumbrance has $100 remaining to spend.

NET EXPENDITURES are the amounts that have been spent by the school. The appropriations minus the encumbrances and net expenditures result in the school's *UNENCUMBERED BALANCE*.

Schools that spend more than they have allocated in a particular budget category have a *negative balance*. Negative balances are corrected by transferring funds from another category. This is done by the school principal who must write a memorandum to the director, Consolidated Programs, requesting a transfer of funds. *Funds cannot be transferred from one program to another program.* For example, a school may shift its SIP funds from a duplicating category to its SIP supply category, but SIP funds cannot be transferred to a supply category in the Chapter I budget.

SIP personnel are listed on budget printouts and the Detail Budget Report shows encumbrances and payments (net expenditures) to these employees for the month covered by the printout. A year to date (YTD) summary is also shown.

Before increasing an employee's hours, be sure to check with the Consolidated Programs Office to see if such an increase is allowed by the district or for salary costs, etc.

Schools should check their budget printouts before ordering materials, supplies, and services to confirm that there is sufficient money to cover the anticipated expenses. It is important to remember that purchase requisitions are estimations of costs; in many cases, purchase orders may require the school to pay more than the amount shown on the requisition. It is prudent to expect costs of materials and supplies to increase and to avoid negative balances in budget categories.

Questions concerning your school's monthly budget printout may be addressed to the Consolidated Programs Office.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SUMMARY BUDGET REPORT

LOCATION JOHN ADAMS ELEMENTARY IDENTIFICATION CODE 1 PERIOD COVERED 09/1/80 THRU 09/30/80 PAGE NO. 444

ACCOUNT CODE	ACCOUNT TITLE	TOTALS TO DATE				
		ABATEMENTS (MEMO ONLY)	APPROPRIATION	ENCUMBRANCES	NET EXPENDITURES	UNENCUMBERED BALANCE
	SPECIAL PROJECTS					
	EIA STATE BILINGUAL					
1R0528564210	OTHER BOOKS - GEN		405.00			405.00
1R0528564390	INSTRUCTIONAL RES					
*** TOTAL -	YTD EIA STATE BILINGUAL		405.00			405.00
	ECIA CHAPTER I					
1R0528754210	OTHER BOOKS - GEN		2,431.00	2,077.60		353.40
1R0528754310	INSTR. SUPPLIES		6,500.00	2,053.96	758.10	3,687.94
1R0528754390	INSTRUCTIONAL RES					
1R0528754410	INSTRUCTL MEDIA M					
*** TOTAL -	YTD ECIA CHAPTER I		8,931.00	4,131.56	758.10	4,041.34
*** TOTAL -	YTD SPECIAL PROJECTS		9,336.00	4,131.56	758.10	4,446.34

MIS FORM NO. 83-6 REV. 2-69 - 20M 9-81

EXPENSE CODES

The following list of expense codes are used on school budget worksheets and on district printouts such as the Summary Budget Report issued monthly. These expense codes are always the last four numbers of the complete account code.

A complete list of all district expense codes is contained in the district booklet, Budget Classification Codes.

1101.....Teacher Salary, Regu.
1102.....Teacher Salary, Substitute
1103.....Teacher Salary, Temporary

1501.....Guidance, Welfare Salaries

1601.....Physical and Mental Health Salaries

2101.....Instructional Aide Salaries, Regular
2102.....Instructional Aide Salaries, Substitute
2103.....Instructional Aide Salaries, Temporary

2301.....Clerical Salaries, Regular
2302.....Clerical Salaries, Substitute
2303.....Clerical Salaries, Temporary

3110.....State Teachers Retirement System for Teachers
3210.....Public Employees Retirement for Aides
3220.....Public Employees Retirement for Other Than Aides
3310.....Old Age Survivors and Health Insurance for Employees Working in Classrooms
3320.....Old Age Survivors and Health Insurance for Other Employees
3410.....Health and Welfare Benefits for Teachers and Aides
3420.....Health and Welfare Benefits for Other Employees
3510.....Unemployment Insurance for Teachers and Aides
3520.....Unemployment Insurance for Other Employees
3610.....Worker's Compensation for Teachers and Aides
3620.....Worker's Compensation for Other Employees

4110.....Textbooks, General
4210.....Other Books, General

4310.....Instructional Supplies, General
4315.....Instructional Supplies, School Duplicating
4316.....Word Processing
4391.....Parent Advisory Committee
4392.....5% Special Project Amt. Withheld

4510.....Administrative Supplies
4511.....Postage Stamps
4630.....Pupil Transportation (Field Trips)

5110.....Outside Services, General
5111.....Services Per Meeting
5112.....Services Per Workshop
5113.....Services Per Day
5116.....Instructional Consultant Services

5210.....In-District Travel Allowance (School Community Worker's Mileage)
5220.....Out-of-District Travel

5610.....Equipment Rental
5615.....Tickets or Fees
5691.....Babysitting for Parent Advisory Committee

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

PURCHASE REQUISITIONS FOR CHAPTER I, SCE, SIP, AND BILINGUAL PROGRAMS

1983-84

PURCHASE REQUISITIONS FOR CHAPTER I, SCE, SIP, AND BILINGUAL PROGRAMS

Purchase requisitions are processed easily by the district when the forms are completed as indicated in Memorandum B-22 issued by the Business Services Office on August 22, 1983. The Consolidated Programs Office suggests you follow these steps when writing purchase requisitions:

1. Find out exactly what is to be bought, the name and address of the company that sells the item, and which program is to pay the bill.

2. The principal signs a purchase assurance statement form to be attached to the completed requisition form.

3. Check the monthly school printout of the categorical programs budget to assure that there are sufficient funds to pay for the item, the shipping charges, and the tax.

4. On a white and green purchase requisition set, enter the school name, the district code, and the other information required at the top of the page. It is wise to give each requisition a school reference number such as 1-83/84 (the first requisition for 1983-84), but this is optional. Number this page of the requisition "1 of 1" (or 2, 3, etc.).

5. Type or print "vendor" in the top "Description of Items" space and follow it with the vendor's company name and address.

6. In the next space, begin at the far left indicating quantity and then the type of unit being bought. For example, "12 boxes" or "3 only." The letters "ly" can be used for the word "only."

   Every effort should be made to include current prices on <u>each</u> purchase requisition.

7. Enter the catalog code number, a brief description of the item, the unit cost, and the total cost. Sales tax should be added as well as estimated shipping charges.

8. To the right of the "Description of Items" column is the "Budget Classification" column. Here you write the project, school, and budget code entries to identify which program pays for the order. Your <u>Budget Classification Codes</u> booklet will help.

9. More than one item can be ordered on a purchase requisition form without repeating a vendor's name for each item. New vendors should be separated from those already listed by leaving one space between them. No more than three vendors should be entered on a requisition.

10. The principal must sign the completed requisition form.

11. It is suggested that all purchase requisitions be logged at the school so it can be seen at a glance what has been ordered. Some schools log this information on the school's copy of the monthly budget printout.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

PURCHASING SERVICES REQUISITION

SEND TO: BUDGET SERVICES

School or Department: Fifth Avenue Elementary School

Requisition Initiated BY: Ann Powers, Principal

Requisition Approved BY:

Date of Requisition: 10-14-81

Date Required: ASAP

PAGE 1 OF 1

No. 087394

School Code: 650

School Reference No.: 1-81/82

SCHOOL USE

Quantity	Unit	DESCRIPTION OF ITEMS PLEASE TYPE OR PRINT		Budget Classification
		VENDOR: Josten's Library Services 1301 Cliff Road Burnsville, MN 55337		
10	16	Cat. #69-008 Record Sleeve Covers @ .62	6.20	1-R-658-871-4410
3	boxes	Cat. #40146 6" x 9" Laminating Pouches @11.60	34.80	1-R-658-871-4410
1	ly	Cat. #95002 Open Base Record Browser @71.99	71.99	1-R-658-871-6420
		Estimated shipping	20.20	
		Total	133.19	

DIVISION OF BUSINESS SERVICES USE ONLY

Actual Cost Unit Price	Actual Cost Total Cost	Quotation Number	Pur. Ord. Number	Firm	Code

REMARKS:

PURPOSE	DATE	P.O. OR REQ. NO.	IDENT. CODE
ACCT. CODE	VENDOR NO.	INVOICE NO.	GROSS AMT.
DISCOUNT	NET	SPECIAL PROJECT: YES ☐ NO ☐	

BUDGET APPROVAL	PURCHASE APPROVAL	ACCTS. PAYABLE APPROVAL
	P.O.	PRICES
		FOOTINGS
	REQ.	EXTENSIONS
		DISCOUNTS

FORM 645 (REV 8/79) 22

PURCHASING DEPT. COPY

23

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

CALCULATING PERSONNEL COSTS
AND
PREPARING BUDGET WORKSHEETS

1983-84

CALCULATING PERSONNEL COSTS AND PREPARING BUDGET WORKSHEETS

INTRODUCTION

The calculation of salaries of the employees paid from Chapter I, State Compensatory Education (SCE), School Improvement Program (SIP), and State Bilingual Education programs is an important part of budgeting. Schools usually calculate first their personnel costs and then allocate the remaining money for other program expenditures. Because employee salaries represent the largest part of most consolidated programs budgets, it is vital that this expense is calculated correctly. This booklet will help you understand how the district established consolidated programs personnel costs and will assist you in making calculations that are accurate.

SALARY INCLUDES FRINGE BENEFITS

All district employees are paid salaries that consist of base salary plus fringe benefits. The base salary, of course, is shown on each employee's paycheck as a gross amount. Part of the fringe benefits are shown, but not that part paid by the program. These benefits represent a substantial part of the employee's salary. Schools hiring employees for work in Chapter I, SCE, SIP, and State Bilingual Education programs are often surprised by the cost of these people because the dollar values of fringe benefits that must be paid by the program are forgotten. It is common for employees to comment that they do not receive a paycheck equivalent to what the school pays for their services and, of course, this is true. The school must pay a part of the employee's hospitalization, social security, and workmen's compensation costs. In addition, the school must pay all of the unemployment insurance for the employee.

AVERAGE SALARIES

Salaries for Chapter I, SCE, and State Bilingual Education program employees are calculated on a program average. That is, an average salary is calculated for all Chapter I/SCE employees with the same job titles and hours, and this is the amount a school must pay if it wants this type of employee. The Consolidated Programs Office compiles these average rates on one sheet called a "Budget Unit Cost Sheet" and issues copies to all consolidated programs schools.

CHANGES IN FUNDING OR HOURS FOR PERSONNEL
FUNDED BY CHAPTER I, SCE, SIP, OR
BILINGUAL FUNDS

The Consolidated Programs Office must be contacted before reassigning hours or changing funding of personnel in Chapter I, SCE, SIP, or Bilingual funded programs as this affects categorical budgets and personnel costs.

Principals should not promise extra hours to employees before salary costs are verified through the Consolidated Programs Office.

ACTUAL SALARIES

Actual salaries for SIP employees must be calculated for each individual, and it is possible that each of your SIP workers will cost the school a different amount. The Consolidated Programs Office provides each SIP school with range and salary step charts to assist in calculating how much to budget for each employee's salary.

HOW TO CALCULATE SALARIES

Salaries of consolidated programs employees are determined also by the total hours the employee works and are complicated by the fact that some personnel work partly for the SIP program and partly for another program funded by consolidated programs funds or perhaps for the district. The following steps may be followed to lead you through the calculations necessary to determine how much the school must pay for each consolidated programs employee.

Total Program Employment

1. Determine if the employee works for more than one program. Does an instructional aide, for example, work also for the district as a noon duty assistant? Is the resource teacher funded both out of Chapter I and SIP? Is the school community worker also hired as a hall monitor?

Employed by a Single Program

2. Use substeps a-c if the employee is funded only by Chapter I, Bilingual/SCE, or SCE.

   a. Determine the number of hours each day for which each classified employee is hired. Remember, instructional aides, teacher associates, clerks, instructional assistants, bilingual aides, and school community workers are classified employees (teachers, nurses, counselors, and psychologists are "certificated" [credentialed] employees).

   b. Look up the salary of the employee on the Consolidated Programs Office Chapter I/SCE Budget Unit Cost Chart. If the employee works 1, 2, 3, 4, 5, 6, 7, or 8 hours a day, this chart shows the school's cost for hiring this person. If the employee works a fraction of an hour, for example, "3½ hours," use the next step to calculate the cost.

c. If the employee is hired for an amount of time not shown on the Budget Unit Cost Chart, separate the whole hour cost of this person from the fractional hours cost. For example, separate 5¼ hours into 5 hours and ¼ hour. First write down the whole hour cost figure from the chart. Next, divide this number by the number of hours to find the hourly rate. Lastly, take the proper fraction of this rate and add it onto the whole hour cost.

Chapter I/SCE

Example #1: Aide X works 4½ hours for the Chapter I program. The 1981-82 Budget Unit Cost Chart showed a four-hour instructional aide costing $7,512.

$7,512 ÷ 4 = $1,878 per hour
½ of $1,878 = $939
$7,512 + $939 = $8,451

or

$$\left(\frac{\$7,512 \times 4\frac{1}{2}}{4}\right) = \$8,451$$

This employee cost the school $8,451 for the 1981-82 school year.

Chapter I/SCE

Example #2: Mrs. L. is a Clerk II. The school principal wants to hire her for 6¼ hours. How much must be budgeted for her salary?

The 1981-82 Budget Unit Cost Chart showed a six-hour clerk costing $11,158

$11,158 ÷ 6 = $1,860
¼ of $1,860 = $465
$11,158 + $465 = $11,623, the cost of Mrs. L.

You can see from these examples that the formula for finding the cost of a fractional hour employee is:

$$\left(\frac{\text{chart cost}}{\text{whole hours worked}}\right) \times \text{total hours worked}$$

In the case of Mrs. L., this would read:

$$\left(\frac{\$11,158}{6}\right) \times 6 = \$11,623$$

3. Use step 3 for classified employees funded only by SIP. The Consolidated Programs Office provides each school with a list of current SIP employees showing their salary range and step. This list is a section of a monthly printout issued by the Personnel Office to the Consolidated Programs, Budget, and Payroll Offices. A typical printout (without employee names) is on the

next page showing step, range, classification code, and the number of hours the person is employed. With a printout like this, you can quickly determine the range and step for your SIP classified employees. Now look on the SIP Budget Unit Costs Chart issued by the Consolidated Programs Office. If you are calculating a salary for the next school year and if the employee's current salary step is 1, 2, 3, or 4, add a step and find this place in the proper range. Look on the chart until the column with the hours is correct and read the employee's cost.

SIP

Example #1: Mr. Z. is a SIP school community worker who will be employed next year for 4 hours a day. The printout shows him at Range 25, Step 3. Add one step for the next year and look on the chart at Range 25, Step 4. Crossing to the 4 hour column, the 1981-82 chart showed Mr. Z.'s cost at $6,840.

SIP

Example #2: Ms. X is at Range 30, Step 5. The 1981-82 chart shows her 6-hour position to cost $11,595. Ms. X was at the top step in her range, so no additional step for the following year could be added.

SIP

Example #3: The principal wants to hire a new 3 hour SIP aide for next year. He estimates the person's salary at Range 25, Step 1 (new employees are estimated at the lowest step) and finds the cost.

4. This step must be used if an employee is multifunded by more than one consolidated program or is funded by both consolidated programs and the district.

   a. Add up the total hours the employee works daily for all programs.

   b. For SIP employees, use these substeps:

      (1) Look on the personnel printout and determine the employee's range and step (see step #3).

      (2) When calculating for the following year, if the step is 1, 2, 3, or 4, add another step. If the step on the personnel printout is 5, leave it alone.

      (3) Find the column on the SIP Budget Unit Cost Chart (issued by the Consolidated Programs Office) that equals the total hours the employee works for all programs. Trace across the range and step row and note the entry in that column.

      (4) Divide the entry by the total number of hours worked in all programs (the column heading) and multiply the quotient by the number of hours worked for the SIP program. The answer is the SIP cost for this multifunded employee.

E C	DPT CDE		PC	SALARY STP	RG	P	WV GP	TERM. DATE	CURR. SRVCE	CLASSFCATN CDE	& TIME	R T S	LOC CDE
J	871	SIP	10	005	25	2	M	A	09/74	948	.6250	8	010
Q	534		10	005	33	2	M	B	09/69	955	.7500	8	010
J			16								.1250	0	010
J			16								.1250	0	010
U	530		10	0							1.0000	8	010
U	871	SIP	10	0							.1250	8	010
U	551		10	0							.1500	8	010
U	871	SIP	10	001	30	0	M	06/84	10/83	522	.3750	8	010
J	871	SIP	10	005	25	2	M		09/74	948	.6250	8	010
			BEAR FLAG ELEMENTARY										
			16			0		06/84		960	.1250	0	017
F			16			0		06/84		960		9	017
J			16			0		06/84		960		9	017
			16			0		06/84		960	.1250	0	017
C	530		10	005	34	4	K		10/76	538	1.0000	8	017
D						0		06/84		960		9	017
H	534		10	005	37	2	M		09/74	974	.3000	8	017
			16			0		06/84		960		9	017
J	540		10	005	29	2	M		09/78	965	.5000	8	017
J	540		10	005	29	2	M		09/78	957	.2500	8	017
Q	351		10	002	25	0	M	06/84	11/81	948	.3125	8	017
			BOALING GREEN ELEMENTARY										
U			16			0		06/84		960	.1250	0	024
U	182		10	003	25	2	M		12/79	957	.3750	8	024
U	182		10	005	26	2	M		04/80	965	.2500	8	024
U			16	005	25	0		06/84		948		9	024
J	533		10	005	25	2	M		09/77	948	.7500	8	024
J	533		10	005	25	2	M		09/75	948	.7500	8	024
K	182		10	004	25	0	M	06/84	12/79	968	.3750	8	024
K	183		10	004	25	0	M	06/84	12/79	968	.2500	8	024
C	534		10	005	25	2	M		09/76	948	.7500	8	024
U			16			0		06/84		960	.1875	0	024
U	182		10	004	25	2	M		04/80	948	.3750	8	024
U	182		10	002	25	0	M	06/84	09/82	948	.3750	8	024
J	182		10	005	25	2	M		04/73	948	.8750	8	024
J			16			0		06/84		960		0	024

SAMPLE PERSONNEL PRINTOUT
A. . . . .Employee's step
B. . . . .Employee's range

CLASSIFIED PERSONNEL — SIP BUDGET UNIT COSTS 1981-82 — CONSOLIDATED PROGRAMS — REVISED FEBRUARY 9, 1981

	RANGE & STEP	1 HOUR	2 HOURS	3 HOURS	4 HOURS	5 HOURS	6 HOURS	7 HOURS
Inst. Aide	25 - 1	$ 885	$ 1,769	$ 3,014	$ 6,220	$ 7,275	$ 8,331	$ 9,386
or	25 - 2	924	1,847	3,131	6,406	7,508	8,609	9,711
Sch. Com. Wrkr.	25 - 3	971	1,942	3,274	6,633	7,791	8,950	10,108
	25 - 4	1,014	2,029	3,403	6,840	8,049	9,259	10,469
	25 - 5	1,062	2,124	3,546	7,067	8,333	9,600	10,866
Clerk I	26 - 1	1,019	2,038	3,417	6,861	8,076	9,292	10,507
	26 - 2	1,073	2,145	3,578	7,117	8,396	9,676	10,955
	26 - 3	1,117	2,233	3,710	7,326	8,658	9,990	11,321
	26 - 4	1,170	2,340	3,870	7,582	8,978	10,373	11,769
	26 - 5	1,221	2,443	4,024	7,827	9,283	10,740	12,196
Instruc. Asst. I	29 - 1	971	1,942	3,	33	7,791	8,950	10,108
	29 - 2	1,014	2,029	3,	40	8,049	9,259	10,469
	29 - 3	1,062	2,124	3,	67	8,333	9,600	10,866
	29 - 4	1,112	2,224	3,	04	8,630	9,956	11,282
	29 - 5	1,157	2,314	3,	21	8,901	10,281	11,661
Clerk II	30 - 1	1,117	2,233	3,	26	8,658	9,990	11,321
	30 - 2	1,170	2,340	3,	82	8,978	10,373	11,769
	30 - 3	1,221	2,443	4,	27	9,283	10,740	12,196
	30 - 4	1,275	2,550	4,	82	9,603	11,124	12,644
	30 - 5	1,341	2,682	4,	96	9,996	11,595	13,194
Instruc. Asst. II	33 - 1	1,062	2,124	3,	67	8,333	9,600	10,866
	33 - 2	1,112	2,224	3,	04	8,630	9,956	11,282
	33 - 3	1,157	2,314	3,	21	8,901	10,281	11,661
	33 - 4	1,218	2,436	4,	10	9,262	10,714	12,167
	33 - 5	1,272	2,544	4,	67	9,584	11,101	12,618
Tchr. Asst.	35 - 1	1,112	2,224	3,695	7,304	8,630	9,956	11,282
(Bilingual)	35 - 2	1,157	2,314	3,832	7,521	8,901	10,281	11,661
	35 - 3	1,218	2,436	4,013	7,810	9,262	10,714	12,167
	35 - 4	1,272	2,544	4,176	8,067	9,584	11,101	12,618
	35 - 5	1,332	2,665	4,357	8,356	9,946	11,535	13,124
Tchr. Assoc.	37 - 1	1,157	2,314	3,832	7,521	8,901	10,281	11,661
	37 - 2	1,218	2,436	4,013	7,810	9,262	10,714	12,167
	37 - 3	1,272	2,544	4,176	8,067	9,584	11,101	12,618
	37 - 4	1,332	2,665	4,357	8,356	9,946	11,535	13,124
	37 - 5	1,397	2,795	4,552	8,666	10,332	11,999	13,665

SAMPLE BUDGET UNIT COSTS CHART FOR SIP

BASED ON ACTUAL COSTS

1 Hr. & 2 Hr. Costs Include:
1.00% Unemployment Ins.
1.67% Workmen's Comp.

3 Hr. Costs Include:
$360 Hospitalization
1.00% Unemploy. Ins.
1.67% Workmen's Comp.

4 Hr. & Over Costs Include:
$ 2,000 Hospitalization
13.178% PERS
6.65% OASDHI
1.00% Unemployment Ins.
1.67% Workmen's Comp.

SPECIAL PROJECTS

CHAPTER I/SCE — 1981 - 1982 BUDGET UNIT COSTS* CONSOLIDATED PROGRAMS — REVISED MARCH 19, 1981

SPECIAL PROJECTS

Classification	(A) Current Average Salary No F.B.	(B) Current Average Salary x 1.10	(C) 1981-82 Fringe Benefits	(D) 1981-82 B + C 5 day/wk	4 day/wk	3 day/wk	2 day/wk	1 day/wk	½ day/wk
* *CERTIFICATED*				*(100%)*	*(80%)*	*(60%)*	*(40%)*	*(20%)*	*(10%)*
Resource Teacher	$21,838	$24,022	$4,663	$28,685	$22,948	$17,211	$11,474	$ 5,737	$ 2,868
Counselor **	21,577	23,735	4,631	28,366	22,693	17,020	11,[illegible]4	5,673	2,837
Nurse	17,212	18,933	4,099	23,032		13,819	9,213	4,606	2,303
Psychologist	28,755	30,480	5,379	35,859		21,515	14,344	7,172	3,586
* *CLASSIFIED*				8 hr/dy	7	r/dy	5 hr/dy	4 hr/dy	3 hr/dy	2 hr/dy	1 hr/dy
Range				*(100%)*		5%)	*(62.5%)*	*(50%)*	*(37.5%)*	*(25%)*	*(12.5%)*
25 Inst Aide/Sch Comm Wrkr	$8,181	$8,999	$4,025	$13,024	$1	267	$8,889	$7,512	$3,836	$2,670	$1,515
29 Inst Assistant I											
33 Inst Assistant II	8,306	9,137	4,056	13,193	1	395	8,996	7,597	3,877	2,706	1,532
35 Bilingual Aide	9,149	10,064	4,264	14,328	1	246	9,706	8,164	4,235	2,943	1,652
37 Teacher Associate	9,640	10,604	4,386	14,990	1[illegible]	742	10,119	8,495	4,443	3,082	1,721
30 Clerk II	9,062	9,968	4,243	14,211	12,684	11,158	9,632	8,105	4,198	2,919	1,639

SAMPLE BUDGET UNIT COSTS CHART FOR CHAPTER I/SCE AND BILINGUAL EDUCATION

Teacher Substitutes: $38.46 - $47.26 - $65.03 per day

Inst. Aide/Sch Comm Wrkr Substitutes: $4.91 per hour

Mileage for School Community Worker: $50.00 per month

School Advisory Committee: $100.00 Minimum

Costs Based on Average Salaries and Average Hospitalization Costs

**Counselors - Includes 10 extra days at contract daily rate

FRINGE BENEFITS INCLUDE:

STRS *(Cert. only)*	8.415%
PERS *(Class. only)*	13.178%
OASDHI *(Class. only)*	6.65%
ALL PERSONNEL:	
Unemployment Insurance	1.00%
Workmen's Compensation	1.67%
Hospitalization	$2,000

SIP Multifunded

Example: Lola works 3 hours for SIP and 2 hours for Chapter I each day. She is on Range 25, Step 2. Since Lola works 5 hours a day, use column 5 on the SIP Budget Unit Cost Chart and trace across the Range 25, Step 3 row. Divide this entry by 5 (her total hours) and multiply by 3 (her SIP time) to find her SIP cost for the following year.

c. For Chapter I, SCE, or Bilingual/SCE employees, use these substeps:

(1) Add up the total hours the employee works for all programs (don't forget to include district time, too) and find the cost for these total hours on the Chapter I/SCE Budget Unit Cost Sheet issued by the Consolidated Programs Office.

(2) Divide the cost by the number of hours to find a per hour rate.

(3) Multiply this rate by the number of hours the employee works for Chapter I, SCE, and/or Bilingual/SCE to get the cost for this program.

Multifunded Chapter I/SCE, Bilingual/SCE

Example: Bob works 2 hours for SIP, 1 hour as an aide for the Children's Center, and 4 hours as an aide for Chapter I. His total employed time is 7 hours daily. Looking on the Chapter I/SCE Budget Unit Cost Chart for 1981-82, a 7 hour aide was paid $11,645. Dividing this by 7 gives an hourly rate of $1,664. Multiplying this rate by 4 (his Chapter I time) shows that Bob will cost the school $6,656 the following year under Chapter I funding.

Three (3) Hour Classified Employee

	+ 1 hour Cafeteria or Hall Monitor, etc.	=	4 hour employee Entitled to ALL FRINGE BENEFITS
(*)	+ 1 hour "Noon Duty"	=	4 hour employee Entitled to 75% Hospitalization Benefits plus Workmen's Comp. and Unemployment

Here is a form you may wish to use to compute the costs for multifunded personnel. Remember that employees with fractions of an hour's time must be calculated using an additional step which was explained in part 2c on page 3.

MULTIFUNDED PERSONNEL WORKSHEET

1.	Chapter I/SCE hours worked	_____
2.	Bilingual/SCE hours worked	_____
3.	SIP hours worked	_____
4.	Other district hours worked	_____
5.	Total of lines 1, 2, 3, and 4	_____

(*) Call Consolidated Programs Office for salary cost on positions with 3 hours + 1 hour "Noon Duty."

6. SIP range and step as shown on the personnel printout supplied by the Consolidated Programs Office — Range _____ Step _____
7. If the step on line 6 is 1, 2, 3, or 4, add one step — Range _____ Step _____
8. SIP salary shown on the SIP Budget Unit Cost Chart for the hours — $_____
9. Line 8 divided by line 5 — $_____
10. Line 9 multiplied by line 3 — $_____

SIP COST FOR THIS EMPLOYEE

CHAPTER I AND SCE MULTIFUNDED PERSONNEL

1. Chapter I/SCE hours worked _____
2. Bilingual/SCE hours worked _____
3. SIP hours worked _____
4. Other district hours worked _____
5. Total of lines 1, 2, 3, and 4 _____
6. Salary shown on the Chapter I/SCE Budget Unit Cost Sheet for the hours shown on line 5 — $_____
7. Line 6 divided by line 5 — $_____
8. Line 7 multiplied by line 1 or 2 — $_____

CHAPTER I/SCE, BILINGUAL/SCE COST FOR THIS EMPLOYEE

If the process for calculating salaries sounds complicated, it is because there are many variations between programs. It is suggested you use the worksheet for multifunded employees and call the Consolidated Programs Office (454-8266) if you have difficulties.

SEND PAPERS TO CONSOLIDATED PROGRAMS

Once your salaries are calculated, the next budgeting steps can be taken. On the 14" budget worksheets supplied by the Consolidated Programs Office, enter the total costs for each type of employee classification. Write the names of the employees on the classified employee list and enter their salaries, amount of time worked, etc. These papers and the budget worksheets will be returned to the Consolidated Programs Office.

FINISHING THE BUDGET

Now that personnel costs are calculated and entered on the budget worksheet, the remaining budget areas can be addressed. The school principal, with input from the school advisory committees and the staff, decides where the remaining funds are to be spent. Typically, instructional supplies receive the bulk of this money with other expenditures including the cost for telephone for consolidated programs use, in-district travel money to pay the school community worker's mileage, and expense money for the school parent committee. Specific expenditures for programs are discussed in the booklet, "Allowable Expenditures for Chapter I, SCE, SIP, and Bilingual Education Programs."

BALANCING THE BUDGET

Once all of the expenditures on the budget worksheet have been identified, they must be added to confirm that they total the amount the school has been given to spend. This total is printed twice on the budget worksheet--once at the top where it says "Net Funding at School Site" and again at the bottom in the space labeled "Total School Site Funds." Remember, your total allocations must equal exactly this amount.

SIGNING OFF ON THE BUDGET WORKSHEET

When your school budget is received by the Consolidated Programs Office, it is checked for accuracy. If budget changes are necessary, these adjustments are noted on the worksheet and a copy is returned to the school. Some budget sheet problems require the immediate attention of the school principal and in these cases the director, Consolidated Programs, telephones the school and assists the principal in finding budget problem solutions.

The budgets are then processed for the district Budget Office by having the entries transferred to Special Projects Budget Request forms. At the same time, master lists of all school budget entries are recorded on accounting pages (spread sheets) and entered in the Consolidated Programs Office computer.

The district Budget Office checks each budget entry to assure it is coded correctly and enters it on the school's master budget stored on the district computer. This computer prints the monthly budget printouts you receive at the schools.

ABOUT CARRYOVER FUNDS

Consolidated programs schools sometimes do not spend all of their funds during the school year. Schools that have SIP money left in their budget on June 30 carry these funds into the following fiscal year. Chapter I, SCE, and Bilingual/SCE programs may not have carryover from one year to the next and unspent funds are returned to the Consolidated Programs Office. The SIP money that is "carried over" into the following year is no longer identified by budget categories so the unspent $300, for example, in a school's SIP instructional supplies could be added to its unspent $100 for in-district travel for a total of $400 in carryover. (The carryover SIP funds are not automatically included on your SIP budget printout for the current year--the school principal must reallocate carryover money each year in a memorandum to the director, Consolidated Programs.)

HOW TO MAKE BUDGET CHANGES

Changes in budget allocations can be made by schools by sending a memorandum from the principal requesting a transfer of funds to the director, Consolidated Programs. Budget changes should be reviewed with appropriate school parent advisory groups. (Please show EXACT amount of money to be transferred on each memo.)

PERCENTAGE WITHHELD

School funding for Chapter I and SCE is computed using the expected school enrollment the following school year. Although the projected enrollment may be close to the actual number, it is seldom exact. When the funding rate for each child is about $500, a difference of several children in an estimation can make a significant impact on the total money the school receives for Chapter I and SCE. Each year a percentage of the school's funding is withheld from its budget until the school submits to the Consolidated Programs Office a list of the names of the pupils eligible for Chapter I and SCE services. If the number of pupils on this eligibility list is at least the number of pupils funded at the school, the money withheld is released for spending. The withheld funds may also be used by the district to correct shortfalls when funding levels are reduced by the state and federal governments.

Withheld funds are always identified at the top of the school budget worksheet and are not included in the total amount of funds listed for the school site.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

ALLOWABLE EXPENDITURES FOR CHAPTER I, SCE, SIP, AND STATE BILINGUAL PROGRAMS

1983-84

ALLOWABLE EXPENDITURES FOR CHAPTER I, SCE, SIP, AND STATE BILINGUAL PROGRAMS

Schools that receive federal and state funds for Chapter I, State Compensatory Education (SCE), and School Improvement Program (SIP) programs are responsible for keeping records showing how the money is spent. These records of program expenditures must be detailed enough to enable an auditor to trace money coming into the school and to verify that the money is used as specified by the law.

Any funds that are incorrectly used are declared to have audit exceptions and the government may ask that money be repaid by the district. Audit exceptions are not only costly in money, but often result in unfavorable publicity for the district and the school by implying improper management and ignorance of correct program procedures. The district has established strict rules and checking systems to help schools avoid audit problems.

The following pages list the types of expenditures that are acceptable and those that are not acceptable for each program. In many cases, items on the "not acceptable" list have valid educational worth or could be considered critical to the school's program management. Unfortunately, educational value is of less importance during an audit than clear audit trails and strict compliance with the law. For example, a copy machine to prepare Chapter I materials may be important to the success of the Chapter I program, but its use must be documented with so much caution that the district avoids purchases of this type. An auditor would check the number of copies run on the machine, request logs of use, and match the machine's use against the number of project pupils and the type of materials they have used.

Audits in other districts have shown all Chapter I/SCE equipment items are vulnerable to nonproject use and millions of dollars in audit exceptions have been filed against these districts by the federal government. Random checks by our district and and State Department of Education of school in our district have shown that it is difficult to use equipment exclusively for project purposes and most schools are not successful in keeping adequate day-by-day equipment audit records. For this reason, Chapter I/SCE equipment items are listed by the district as unacceptable purchases.

The State Plan Review Process Manual states:

> "Generally speaking, special program funding is not intended for capital outlay or equipment purchases. Hence, the burden is on the district to demonstrate convincingly that the particular proposed expenditure in these areas is essential for the planned instructional program, that no good alternative approach is available, and that it is not reasonable to expect the district to pay for the item from its general revenues."

"If the district provided equipment of the same general type as proposed for purchase, it will be very difficult to establish that a very particular piece of equipment of that type must be added from special program funds."

ACCEPTABLE SIP PURCHASES (Unless normally supplied by the school or district)

- aides
- awards, certificates
- charts
- clerical personnel
- conferences
- counselors
- consultants
- ditto masters
- drill materials
- exercise pads
- field trips (curriculum oriented)
- films, software
- filmstrips
- flash cards
- games
- in-district travel
- magazines
- maps
- microfilm
- models
- nurses
- out-district travel (conferences)
- overhead transparencies
- pamphlets
- photographs
- printing
- psychologist services
- records
- resource teachers
- school community workers
- substitutes
- tapes
- teaching kits
- tests
- tickets/fees (curriculum oriented)

UNACCEPTABLE SIP PURCHASES

- adopted texts & workbooks
- air conditioning
- bulletin boards
- bus monitors
- building maintenance
- carpeting
- chalkboards
- coffee
- computers
- crossing guards
- custodian
- desks & other furniture
- detention center personnel
- drapes
- electrical work
- fencing
- file cabinets
- food items
- hall monitors
- home economics supplies
- kitchen equipment
- landscaping
- meals
- party supplies
- pencils, pens (engraved)
- prizes
- refreshments
- reward trips to restaurant, movies, amusement park, etc.
- security equipment
- shop supplies
- typewriters
- vehicles
- yard monitors

ACCEPTABLE CHAPTER I/SCE PERSONNEL, SUPPLIES, AND MATERIALS PURCHASES

- clerical supplies
- clerks
- counselors
- flash cards
- games
- in-district travel
- instructional aides
- mathematics counters/ manipulatives
- nurse
- paper, notebooks, envelopes
- pencils, pens
- postage
- psychologist
- record forms
- resource teachers
- school advisory committee supplies (no food)
- school community workers
- substitute time for planning, evaluation
- supplemental basic books & texts for 3 R's (small quantities)
- supplemental workbooks (small quantities)
- teaching kits without AV materials
- telephone for Ch. I/SCE use
- tests
- tutoring kits

UNACCEPTABLE CHAPTER I/SCE PURCHASES

- adopted texts, workbooks
- art supplies
- audiovisual equipment
- awards
- buildings, furnishings
- capital outlay items
- coffee
- computer
- computer disks
- custodians
- field trips
- file cabinets
- furniture
- hall, yard, bus monitors
- library books
- library personnel
- library supplies
- maintenance supplies
- meals
- monitors
- music supplies
- out-of-district travel
- P. E. supplies
- phonograph records
- principal's salary
- prizes
- refreshments
- school secretary
- science supplies
- security equipment
- social studies supplies
- software
- tapes
- teachers (regular)
- tickets, fees
- tools
- treats
- uniforms
- vehicles

PURCHASES FOR BILINGUAL AND PRESCHOOL PROGRAMS

All purchases for State Bilingual Education and Preschool programs must be supply and material items not normally provided by the district or the school. No capital outlay items are allowed.

ASSURANCE FORMS

All purchases for consolidated programs supplies, materials, and equipment must be accompanied by an assurance form signed by the school principal who assures compliance with program regulations. Assurance forms may be ordered from the Consolidated Programs Office in limited quantities.

A separate travel assurance form is required for out-of-district travel requisitions to be paid with Chapter I, SCE, or SIP funds.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

SCHOOL RECORD KEEPING
FOR
CONSOLIDATED PROGRAMS

1983-84

SCHOOL RECORD KEEPING FOR CONSOLIDATED PROGRAMS

AN OVERVIEW

1. Keep these records in the school office:

- ☐ Budget worksheet(s)
- ☐ Eligible pupils list
- ☐ Evaluation reports
- ☐ Inventory of SIP equipment
- ☐ Job description
- ☐ Limited English Proficient pupil count
- ☐ Personnel cost chart(s)
- ☐ Personnel funding list
- ☐ Personnel requisitions
- ☐ Plan copy
- ☐ Plan writing minutes
- ☐ Purchase requisitions/orders
- ☐ SAC/SSC bylaws
- ☐ SAC/SSC minutes
- ☐ SAC/SSC rosters
- ☐ Warehouse requisitions

2. Keep these records in classrooms:

- ☐ Current eligibility lists
- ☐ Inventory of materials
- ☐ Parent-teachers communications
- ☐ Records of services to pupils
- ☐ Record of parent volunteers
- ☐ Schedules of Chapter I/SCE services
- ☐ Test records for Chapter I/SCE, SIP, Bilingual

Every school that has a Chapter I, State Compensatory Education (SCE), School Improvement Program (SIP), State Bilingual Education, or State Preschool program must keep detailed program records to document what is accomplished. State auditors, federal auditors, and school reviewers check these documents and financial records to verify legal compliance with the guidelines established for each program. Records must be kept for five years and then may be discarded.

Records are also important in maintaining a strong school program because they provide information for on-going planning, on-going evaluation, and yearly evaluation reports...all of which are required by law for Chapter I, SCE, SIP, State Bilingual Education, and State Preschool programs.

All consolidated programs records need not be kept in one central location at each school, but consolidated programs business records should be kept in the school office.

BUSINESS RECORDS

Budget Worksheets

Each year the Consolidated Programs Office issues a budget worksheet showing the amount of money the school receives for each eligible pupil, the number of children participating in the program, the gross funding, and the net funding after district central office costs are deducted. The budget worksheets are

printed on different colors of paper for each program and are 8½ by 14 inches long. They are issued to each school in duplicate and are accompanied by salary cost charts showing how much money a school must pay for different job classifications and forms to enter the names and costs of all personnel funded by Chapter I, SCE, SIP, and State Bilingual Education programs at the school.

A copy of the current budget worksheet for each program should be kept in the school office. It shows how funds were initially allocated by the school and serves as a guide when allocations must be changed during the school year.

Copies of the minutes of parent advisory committee meetings that included topics addressing school budgets should be kept in the office file with the budget worksheet, the personnel cost charts, and the list of consolidated programs personnel at the school.

Personnel Cost Calculations

Each school determines the cost of its consolidated programs personnel each year. All calculations used to compute these costs should be saved to use when discussing personnel costs with the Consolidated Programs Office and to serve as reminders of procedures in determining personnel costs the following year. These personnel cost calculations are not audit records and should be discarded after one year.

Printouts

Monthly summary and detail expense budget printouts are issued to every school. Keep the consolidated programs sections with the consolidated programs records.

Requisitions

Requisitions for consolidated programs personnel, purchase requisitions, and purchase orders for equipment, materials, and supplies should be kept in a file separate from the regular school requisitions. Consolidated programs requisitions should be organized by program funding and date.

Warehouse Orders

Records of warehouse requisitions for consolidated programs materials and supplies must be kept in the school office.

PUPIL RECORDS

Profiles, Tests, Progress Reports

When there are Chapter I/SCE profiles for pupils receiving services from the Chapter I/SCE resource teacher, these are usually kept with the resource teacher. Samples of diagnostic tests, pupil prescriptions, and Chapter I/SCE progress reports should be kept in the child's classroom or with the resource teacher.

Record of Services Files

Records showing the types of Chapter I/SCE services provided to each pupil should be kept at the school. The forms used to keep records of services may be designed by the school; samples of popular types are available from the Consolidated Programs Office.

Eligibility Records

Test printouts from the Comprehensive Test of Basic Skills (CTBS) and copies of the standardized tests given to those pupils not present for the regular CTBS testing but who qualified through later testing for Chapter I/SCE service must be kept for five years.

Parent Notification

Communications to parents concerning pupil progress in Chapter I/SCE may be kept, but are not required by law or district policy. Chapter I/SCE law requires that parents be told of pupil participation in the program and the school must keep documentation showing that this notification has been made.

PLAN RECORDS

Plan Writing Meeting Minutes and/or Parent Advisory Committee Meetings

Keep these minutes to document that the school staff and the school advisory committee had input in planning.

Evaluation Reports

Keep ongoing and yearly evaluation reports. The yearly evaluation reports are written on state forms and the masters are kept by the district Administrative and Evaluation Services Office.

Copies of Plans and Amendments

Always have a copy of the current amended school plan in the school office. Master copies are kept in the Consolidated Programs Office and additional copies can be ordered by telephoning 454-8268 if the school has allocated money for duplicating.

SSC/SAC Roster

A current roster of school site council members and school advisory committee members should be kept in the school office and the same file should contain that section of the committee bylaws that describes how members are replaced.

LEP Count

A current count of Limited English Proficient (LEP) pupils should be kept in the school office.

PERSONNEL RECORDS

Job Descriptions

School reviewers for the State Department of Education are instructed to examine school-developed job descriptions for Chapter I/SCE personnel to verify compliance with federal and state regulations. The principal should have on file a description of exactly what duties each Chapter I, SCE, SIP, and State Bilingual Education employee is assigned.

Time Accounting Records

All Chapter I/SCE employees must keep time-accounting records and these should be collected on a regular basis and kept in the school office. Samples of typical time accounting records are available from the Consolidated Programs Office.

List of Personnel

Each school with consolidated programs is required to keep a list of current Chapter I, SCE, SIP, and State Bilingual Education personnel showing each employee's funding source, the number of hours the person works daily (This can be stated in hours, percentage of a full day, or as a decimal fraction of a full day. Percentages and decimals are followed by the letters FTE, which mean Full Time Equivalent) and, in the case of SIP personnel, the employee's salary range and step.

PROGRAM RECORDS

SAC/SSC Minutes

All minutes of SAC/SSC and bilingual committees must be kept at the school. It is also suggested that sign-in sheets and meeting agendas be kept in the same file.

Inventory

An inventory of all equipment purchased for consolidated programs must be kept at the school. No Chapter I/SCE equipment has been purchased during the past few years, but the school may have SIP equipment. It is suggested that resource teachers keep an inventory of Chapter I/SCE materials and the classroom teachers or office staff keep SIP materials inventories.

Sacramento City Unified School District

E.C.I.A. CHAPTER I & STATE COMPENSATORY EDUCATION

HANDBOOK

1983-84 edition

Sacramento City Unified School District

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The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, nationaly origin, disability, marital status, or age.

CHAPTER I/STATE COMPENSATORY EDUCATION HANDBOOK

Published by the Consolidated
Programs Department of the
Sacramento City Unified School
District

First edition published in June, 1980
Second edition published in August, 1981
Third edition published in August, 1982
Fourth edition published in August, 1983

IMPORTANT CHANGES IN THE 1983-84 HANDBOOK

Page 4: The district has the right to mandate certain school expenditures to maintain program continuity and district uniformity. Principals can be notified of such requirements at any time, but usually such information is given when budget worksheets are issued.

Page 5: Computers are described as examples on non-allowable Chapter I/SCE purchases.

Page 7: Schools are urged to order all supplies in the fall semester.

Page 9: Levels of services to pupils may vary depending on each child's needs.

Page 10: Diagnostic testing is recommended by the district but not mandated for Chapter I/State Compensatory Education pupils. Classroom teacher diagnostic testing may be sufficient for preparing prescriptions.

Page 17: Cluster plan transfers are to have their Chapter I/State Compensatory Education records telephoned to the new school by the resource teacher if such records are available.

Page 18: It is not necessary to save all diagnostic/prescriptive records for five years. A sample of this individualized planning is sufficient.

Page 21: In certain circumstances report card grades for some subjects may be omitted if Chapter I/SCE pullouts have prevented sufficient class time for grading purposes.

Page 22: Resource teachers cannot be assigned Teacher-in-Charge duties.

Page 23: The term "Instructional Aide" is this handbook is generic and refers to Instructional Aides, Instructional Assistants I, Instructional Assistants II, and Teacher Associates.

Page 26: Only parents of Chapter I/SCE pupils in the school program may elect the parent members of the School Advisory Committee.

Page 31: Do not pull children out of class during "sacred time".

Page 32: Add-on projects are accepted by the state.

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CHAPTER I BACKGROUND INFORMATION

HISTORY

In 1965, the Elementary and Secondary Education Act (ESEA) was made federal law. Title I of this act provided money to assist educationally deprived youngsters who attended schools in low-income areas. By 1980, 90% of the school districts in the United States provided Title I services to more than five million children. The Omnibus Budget Act of 1981 changed the name of the Title I program to "Chapter I of the Education Consolidation and Improvement Act." This is commonly called "ECIA, Chapter I."

REVISIONS

Chapter I law is subject to periodic revision and interpretation by government agencies. Present requirements stress careful auditing and strict control on how funds are distributed.

STATE COMPENSATORY EDUCATION INFORMATION

HISTORY

The rules for state funded compensatory education programs are developed by the State Department of Education from laws passed by the state legislature. State Compensatory Education funds are provided for pupils who need additional training in basic skills. State guidelines for State Compensatory Education services are similar to the regulations issued for Chapter I programs.

CHAPTER I/STATE COMPENSATORY EDUCATION PHILOSOPHY

PROGRAM OBJECTIVE

It is the objective of the Chapter I/State Compensatory Education program in the Sacramento City Unified School District to provide eligible pupils with reading, mathematics, and language arts instruction over-and-above that provided by the district. This additional attention is supplied by Chapter I/State Compensatory Education personnel and district staff members using materials and systems of individualized services unique to the Chapter I/State Compensatory Education program.

LOCAL CONTROL

Each school plans, implements, and evaluates its Chapter I/State Compensatory Education program working within the district framework of program rules.

PARENT INVOLVEMENT

Parents work with the school principal on a continuing basis and advise on plan writing, program implementation, budgeting, and evaluation.

COMPLIANCE MONITORING

Program compliance with state and federal guidelines is monitored by the school principal and the Consolidated Programs Office under direction from the Categorical Programs and Services Department of the Sacramento City Unified School District.

FUNDING

It is the responsibility of the district to assure that yearly Chapter I/State Compensatory Education services are provided to the greatest number of eligible pupils at a funding rate that allows continuing schools to maintain continuity in the program. All academically eligible pupils in qualifying schools are given services.

SITE PROGRAM RESPONSIBILITY

The principal is responsible for the Chapter I/State Compensatory Education program at the school and cannot delegate this responsibility. Program management tasks may be assigned to staff members and/or committees at the principal's option.

INDIVIDUAL PUPIL RESPONSIBILITY

It is the responsiblity of the classroom teacher to provide and/or monitor Chapter I/State Compensatory Education services to eligible pupils assigned to the class.

DISTRICT EQUIPMENT USE

District personnel, supplies, materials, and equipment may be used to implement the Chapter I/State Compensatory Education program; but personnel, supplies, and materials purchased with Chapter I/State Compensatory Education funds are restricted to use with eligible pupils.

COMPLAINTS

The district maintains formal and informal complaint procedures to investigate alleged violations of Chapter I/State Compensatory Education regulations.

PUBLIC INFORMATION

All Chapter I/State Compensatory Education school plans, guidelines, and program directives are available for public inspection at the district offices.

CHECKING PROGRAM QUALITY AND COMPLIANCE

The school district, the State Department of Education, and the federal government make periodic checks on Chapter I/State Compensatory Education program compliance and quality in schools. The following checks are scheduled regularly:

PLAN REVIEWS

1. Written Chapter I/State Compensatory Education plans are checked by Consolidated Programs Office personnel who are experienced in reviewing Chapter I/State Compensatory Education programs.

PROGRAM REVIEWS

2. The State Department of Education may conduct on-site program reviews to assess Chapter I/State Compensatory Education quality. Schools are required to conduct an intensive self-assessment as a part of this review process.

COMPARABILITY

3. Periodic comparability reports assuring that the district is not using categorical personnel to reduce district class size or teacher costs must be submitted by the district to the State Department of Education.

DISTRICT CHECKS

4. The district may schedule school program inspections by the Consolidated Programs director, coordinator, and/or resource specialist. Program quality, management services, and compliance may be checked.

AUDITS

5. State and federal auditors may schedule audits of school and district Chapter I/State Compensatory Education programs at will. Independent auditors contracted by the district may be assigned to visit district offices and schools.

BUDGETING/FUNDING

The principal is responsible for budgeting Chapter I/State Compensatory Education funds at the school. Working with the director, Consolidated Programs, and the School Advisory Committee, the principal budgets for all school site program expenditures. These steps are followed in preparing the school Chapter I/State Compensatory Education budget:

BUDGETING STEPS

1. The Consolidated Programs Office distributes budget worksheets for each school. These worksheets show central costs, contracted costs, and gross/net funding.

2. The principal is given lists of current program personnel and budget cost sheets to assist in budget preparation.

3. The principal, with advice from the School Advisory Committee, budgets all school site funds. The principal may receive advice and assistance in budgeting from staff members and/or central office personnel. The district has the right to mandate certain school expenditures to maintain program continuity and district uniformity. Principals can be notified of such requirements at any time, but usually such information is given when budget worksheets are issued.

4. The chairperson of the School Advisory Committee and the school principal sign the completed budget worksheet and it is submitted to the Consolidated Programs Office.

5. The budget worksheet is checked by the Consolidated Programs Office and is transcribed onto school plan budget pages and coded for computer entry.

6. The Personnel Office is notified of the program positions required at the schools.

BUDGET CHANGES

Detail and summary budget printouts are sent by the district to each school monthly showing expenditures and balances for all program. Changes in Chapter I/State Compensatory Education budget allocations must be requested in a memorandum from the school principal to the director, Consolidated Programs.

CENTRAL COSTS

Central service costs for Chapter I/State Compensatory Education schools are established by the district, and are computed as percents of the school's gross Chapter I/State Compensatory Education funding. These costs include the Director's office and other direct services (Human Relations Office, Training Specialist, Educationally Disadvantaged Youth Materials Center, etc.).

CONTRACTED SERVICES

The district requires schools to contract for services with the Staff Training Office and the Evaluation Services Department. These offices provide on-site staff development, testing, and evaluation services.

MONEY WITHHELD

A small percentage of the school's funding is withheld by the district until a list of the eligible pupils is submitted by the school in October. This list shows the actual number of pupils in the Chapter I/State Compensatory Education program. Schools that are not serving their funded number of eligible pupils do not have the withheld percentage returned. In the event sufficient Chapter I or State Compensatory Education funds are not received by the district, the withheld money may not be available to schools.

COUNSELING

Elementary counseling services are distributed among Chapter I/State Compensatory Education schools based on the enrollment of each site. The cost of elementary counseling services is paid from Chapter I/State Compensatory Education funds, but is not deducted from the school's gross funding. Schools may elect to purchase additional counseling time.

BUDGETING, PERSONNEL INFORMATION

Questions concerning funding, budgeting, and personnel for Chapter I/State Compensatory Education programs should be addressed to the director, Consolidated Programs, 454-8266.

REQUISITIONS, PURCHASING

NO CAPITAL OUTLAY

District Chapter I/State Compensatory Education rules prohibit computers, file cabinets, typewriters, and other equipment items from being purchased with Chapter I/State Compensatory Education funds. Capital outlay purchases are prohibited because the purchase of such items with Chapter I/State Compensatory Education funds makes these items supplemental and precludes district purchase of similar pieces of equipment.

ALLOWABLE SUPPLY PURCHASES

Supplies such as paper, pencils, and materials used in teaching reading, mathematics, and language arts may be purchased with Chapter I/State Compensatory Education funds, but the use of such supplies is restricted to Chapter I/State Compensatory Education programs. Art, music, physical education, social studies, cooking, craft, and library supplies are not acceptable items for Chapter I/State Compensatory Education purchase. Lists of acceptable items for Chapter I/State Compensatory Education purchase are contained in the booklet, Allowable Expenditures for Chapter I, SCE, SIP and State Bilingual Programs.

SUPPLY STORAGE

Chapter I/State Compensatory Education supplies are best stored separately from regular school supplies.

QUANTITY OF MATERIALS

Chapter I/State Compensatory Education materials are to be used only by identified pupils for individualized and small-group instruction and should be ordered in quantities that reflect the size of the group to be served.

JUSTIFICATION STATEMENTS

Each purchase requisition for Chapter I/State Compensatory Education materials or supplies must be accompanied by a justification statement signed by the school principal. The justification statement must give the requisition number, the plan page number were there is a description of how the material or supply item is needed for the program, and a signature assuring that the item is for the exclusive use of Chapter I/State Compensatory Education pupils. Justification forms are available from the Consolidated Programs Office.

WAREHOUSE ORDERS

Chapter I/State Compensatory Education supplies may be ordered directly from the warehouse catalog using the same card deck used for district orders.

PURCHASE REQUISITIONS

All purchase requisitions for supplies that are not included in the warehouse catalog must be submitted directly to the Consolidated Programs Office. Each requisition must include this information:

1. School name
2. Who initiated the requisition
3. The date
4. The date by which the item is needed
5. The school code
6. The quantity
7. The requisition approval signature
8. The unit to be purchased (dozen, 1 only, each box)
9. Available from
10. Budget code
11. Estimated cost
12. Estimated shipping costs and sales tax

All purchase requisitions are subject to approval by the director, Consolidated Programs, and are forwarded by the Consolidated Programs Office to the Budget Office for processing. The Budget Office contacts the supplier for current costs and the materials are shipped directly to the school. Orders not received by June (the last month of the fiscal year) are cancelled. Suppliers are notified of this requirement when the order is sent from the Purchasing Department.

WHEN TO ORDER

Supplies and materials purchased for the Chapter I/State Compensatory Education program are intended for use during the current school year and are to be ordered as soon as possible in the fall semester. Schools that postpone the ordering of supplies until the spring semester or file orders close to the cut-off date are indicating a low priority for these items for the current school year. Such orders are processed, but the district reserves the right to reallocate funds budgeted for low-priority supply items. Consolidated Programs materials and supplies not delivered to the school by the first week of June are automatically cancelled by the district's Purchasing Department.

OUT-OF-DISTRICT TRAVEL

The district does not encourage out-of-district travel from Chapter I/State Compensatory Education funds and principals are urged to limit this type of program expenditure. Where conference attendance or out-of-district school visits are vital to program success, the Consolidated Programs Department and the Staff Training Department have outlined procedures which must be followed to assure legal compliance. Please see Memorandum CA-13, dated November 1, 1982.

BUDGET TRANSFERS

Schools may not submit purchase requisitions that make charges against budget categories that do not have sufficient funds. If, for example, a school orders paper and no supply money is budgeted, the requisition will not be processed. Principals wishing to transfer funds from one category to another within their Chapter I/State Compensatory Education budget must write a memorandum requesting the transfer and send it to the director, Consolidated Programs. Funds may not be transferred from one program to another.

CODING

Proper budget coding will expedite ordering materials and supplies. The district Budget Classification Codes book and the California School Accounting Manual, copies of which are in all schools, give full information on the codings required in this district. All Chapter I/State Compensatory Education orders must be coded with the letter "R" to indicate the purchase is for a categorical program.

ASSISTANCE

Questions about purchasing Chapter I/State Compensatory Education materials and supplies should be addressed to the Consolidated Programs Office, 454-8266. All ordering procedures are detailed in the Consolidated Programs booklet, Purchase Requisitions and Personnel Requisitions for Chapter I, SCE, SIP, and Bilingual Programs.

PROGRAM ELIGIBILITY

CHAPTER I/SCE RANKING

Schools are ranked for Chapter I/State Compensatory Education services based on the percent of families receiving Aid to Families with Dependent Children (AFDC) financial assistance. The school with the greatest percentage of Aid to Families with Dependent Children is ranked first, and all academically eligible pupils in the school are funded. The ranking and distribution of funds continues until the district's Chapter I/State Compensatory Education allocation is exhausted. Schools may receive Chapter I/State Compensatory Education funding only if their Aid to Families with Dependent Children percentage is greater than that of the district.

PUPIL ELIGIBILITY

Pupil eligibility in both Chapter I and State Compensatory Education programs is based only on academic ability. All pupils in funded schools who score below the 50th percentile in either math, reading, or language on a standardized achievement test are eligible for services. Pupils are counted only once for funding regardless of the number of academic areas in which they score below the 50th percentile.

FUNDING FORMULA

Chapter I/State Compensatory Education funds are allocated to schools in the spring of each year for the number of pupils scoring below the median on the yearly Comprehensive Test of Basic Skills test. A per pupil funding rate is established by the district and schools are told the amount of money each will receive the following year. This formula is used to calculate the funding:

$$\frac{\text{Number of pupils below Q2}}{\text{Number of pupils who took test}}^{\text{Average}} \times (\text{projected enrollment}) \times \text{funding rate} = \text{Total Allocation to School}$$

LIST OF ELIGIBLE PUPILS

Each October, schools submit lists of pupils receiving services to the Consolidated Programs Office. These lists must give the pupil's name, grade level, the area in which the pupil qualifies for services (reading, mathematics, or language), and the name of the standardized test used to identify the pupil. Lists of eligible pupils change rapidly in schools with high transiency and a current list of eligible pupils must be kept in each school. It is not necessary to submit list changes to the Consolidated Programs Office unless requested.

WTIHHELD FUNDS

The district withholds a percentage of the school's gross funding during the spring allocation process and returns it to the school following receipt of the eligible list in October. Schools that do not identify at least the number of pupils for which they were funded do not have this withheld money returned. The district has the option of using withheld funds to offset financial shortfalls, if necessary.

SERVES ALL ELIGIBLE PUPILS

All Chapter I pupils in eligible schools must be served regardless of the original number of pupils identified by the district for funding. Services, however, should be adjusted to reflect pupil needs. Some pupils may require extensive personal attention while others may receive indirect services by using Chapter I/State Compensatory Education supplemental materials; resource teachers have no district obligation to give personal service to each child.

CONFIDENTIALITY

No list of pupils eligible for Chapter I services can be posted in a location where it may be seen by pupils, parents, or other community members. Such lists are confidential and are prepared only for staff use. Identification of Chapter I pupils to outside school sources is prohibited.

INDIRECT PUBLIC INFORMATION

Chapter I notices for eligible pupils or parents of eligible pupils must be distributed in a manner that assures Chapter I pupils are not publicly identified (it is suggested that home notices be sent by bulk rate U. S. Mail). Likewise, no activities should be conducted aside from the delivery of Chapter I/State Compensatory Education services that may identify that a pupil is receiving Chapter I assistance.

SEGREGATION

Chapter I/State Compensatory Education pupils may not be segregated by classes, permanent groups, or tracks because of their Chapter I status. Skill groupings consisting of Chapter I pupils only are permitted for limited periods of time based on the need for training in a diagnosed reading, mathematics, or language area. Periodic reevaluation of skills must be made in such groups and periodic regrouping is required. In no case should Chapter I groups continue unchanged all semester or for the entire school year.

Additional information on identification, grouping, and program design is given in the Pupil Services section of this handbook. Questions concerning Chapter I/State Compensatory Education program grouping are to be addressed to the Consolidated Programs Department, 454-8266.

TESTING

ELIGIBILITY LEVEL

Chapter I/State Compensatory Education school funding is determined by the number of eligible pupils identified at each school. Eligibility is established by use of a standardized test instrument for mathematics, reading, and language. A pupil is eligible for Chapter I/State Compensatory Education services if he or she scores below the 50th percentile in one or more of these areas.

COMPREHENSIVE TEST OF BASIC SKILLS

The Sacramento City Unified School District uses the Comprehensive Test of Basic Skills (CTBS) to determine the number of eligible pupils at a school. The formula is given in the Eligibility Section of this handbook. The Comprehensive Test of Basic Skills is given once in the spring semester of each school year and the results are used for program identification, evaluation, and planning. Schools also may give the Comprehensive Test of Basic Skills or a similar test until mid-October to untested pupils. Between mid-October and the district testing date, a different standardized test must be given for identification.

WHO TESTS FOR ELIGIBILITY

Care must be taken that Chapter I employees are not assigned to test all new pupils for program eligibility. The resource teacher and the instructional aides may test those new pupils who are referred by the principal or classroom teachers following screening that has established a likelihood of program eligibility.

OTHER ELIGIBILITY LISTS

Schools are encouraged to use the Comprehensive Test of Basic Skills test for identification of eligible pupils because this test is readily available in the district. Information on the use of other published standardized tests is available by calling the Testing and Measurement Services Section, 454-8321. Schools may not use different identification tests for different classes at the same grade level.

DIAGNOSTIC TESTS

Diagnostic testing is recommended for all Chapter I/State Compensatory Education pupils. Such testing may be a part of the classroom teacher's regular program or may be ordered just for Chapter I/State Compensatory Education purposes. Comprehensive Test of Basic Skills subtests may be used for diagnostic information, but most schools prefer to give other tests. For information on published diagnostic tests, contact the Testing and Measurement Services Section, 454-8321.

TESTS FOR NEEDS ASSESSMENT, PLAN WRITING

Chapter I/State Compensatory Education programs require yearly needs assessments and planned objectives. These assessments and objectives for reading, mathematics, and language may be based on any measurement devices selected by the school. Although the Comprehensive Test of Basic Skills is often used because printouts of scores are availabe in each school, other test data may be more useful for showing Chapter I/State Compensatory Education progress.

KINDERGARTEN

Kindergarten testing for eligibility is difficult and teacher judgment, backed by scores on local instruments such as the AHH, TAPS, or KIDS, is sufficient to qualify a child for Chapter I services.

NEEDS ASSESSMENTS

YEARLY ASSESSMENT

Every Chapter I/State Compensatory Education school must conduct a yearly needs assessment of identified pupils to determine their academic needs in reading, mathematics, and language arts. The yearly Comprehensive Test of Basic Skills provides general reading, mathematics, and language achievement scores, and this data may meet the school's needs. Additional tests and measurements may be made at the school's option.

SEPARATE NEEDS ASSESSMENT

To assist in clearly separating Chapter I/State Compensatory Education and School Improvement Programs, it is suggested that Chapter I/State Compensatory Education needs assessments be tallied separately from needs assessments conducted for all pupils. In the area of multicultural education, if Chapter I/State Compensatory Education funds are not budgeted for special multicultural activities, the needs assessment for eligible pupils may be a part of the needs assessment for all pupils.

ASSESSING SUPPORT AREAS

Support areas such as health services, staff development, and parent involvement addressed in school plans must be based on needs assessments that are updated yearly. Any area funded by Chapter I/State Compensatory Education must be assessed in the school plan. Schools usually develop their own needs measurements in these areas and often base them on tallies of survey instruments.

PROGRAM COMMUNICATION

REQUIRED COMMUNICATION

A system of program communication must be established by each school. This system includes methods of conveying pupil information between the resource teacher and the classroom teachers, between the staff and the principal, and between the instructional aides and the teachers. Communication on program goals shall exist between the school staff, the School Advisory Committee, and the community.

Consolidated Programs resource teachers will, on a regular and formal basis, report on program procedures to the principal. This communication may be combined with the monthly reports submitted by the building site research assistant, or may be separate reports which follow the style requested by the school principal. Copies of the program reports will be kept by the resource teacher and may be reviewed by the Consolidated Programs Office at the request of the principal.

WRITTEN SYSTEMS

Written communication systems have the advantage of providing a record of program flow and services that is helpful as documentation during program reviews and audits. For this reason, it is suggested that formal communication be initiated for the Chapter I/ State Compensatory Education program to supplement and support the on-going informal communication between staff members.

AN EXAMPLE

Different formal communication systems are used by Chapter I/ State Compensatory Education schools in Sacramento. One type of pupil-service communication uses printed forms for classroom teacher referrals to the resource teacher. The teacher indicates additional help is needed in specific areas of reading, mathematics, and/or language, and requests short-term assistance through a pull-out program. Following the delivery of resource room service, the child's teacher is sent a written summary of what has been done and the results of post-session testing. This record of services is filed to use for profiling and as proof the child received Chapter I/State Compensatory Education services.

Program communication must be established between the resource teacher and other staff members, and between the resource teacher and the school principal.

Scheduled meetings are frequently incorporated in the formal Chapter I/State Compensatory Education communication system established by a school. Instructional aides are scheduled to meet with teachers, resource teachers schedule regular times to talk with the classroom staff, and specific School Advisory Committee and Parent Teacher Association meetings are reserved for overviews of the Chapter I/State Compensatory Education program.

COMMUNITY COMMUNICATION

Communication with the community may include special meetings, news letters, and community observation of the program in action. Parents must be involved in the program planning, implementation, and evaluation, and have sufficient knowledge and resources to carry out their Chapter I/State Compensatory Education responsibilities.

PROGRAM ADMINISTRATION/COORDINATION

SCHOOL PROGRAM COORDINATION

The principal has responsibility for the Chapter I/State Compensatory Education program at the school. The vice-principal, resource teacher, site research assistant, and/or classroom teachers may be delegated program management tasks by the school principal.

Day-to-day school Chapter I/State Compensatory Education activities are often directed by a resource teacher acting under the principal's direction and working cooperatively with the school staff.

DISTRICT PROGRAM ADMINISTRATION

District Chapter I/State Compensatory Education responsibility is assigned to the director, Consolidated Programs, who acts under the direction of the director, Categorical Programs and Services.

ADMINISTRATIVE ASSISTANCE

Program, personnel, and fiscal assistance for Chapter I/State Compensatory Education programs is available through the Consolidated Programs Office. Staff development assistance is provided directly by the Staff Training Office, and assistance for pupils who are Limited English Proficient is provided by the district Multilingual Education Office. State education offices offer Chapter I/State Compensatory Education program advice and assistance in matters of compliance and for special needs, but contact with appropriate state personnel must be made through the Consolidated Programs Office, 454-8266.

PROGRAM HELP FROM DISTRICT RESOURCES

The Sacramento City Unified School District provides extensive support for Consolidated Programs through district resources. Detailed information on these services is best obtained by calling the individual offices. The following paragraphs provide information on the purpose of each district support office budgeted by Chapter I/State Compensatory Education funds.

EDUCATIONALLY DISADVANTAGED YOUTH MATERIALS CENTER

The Educationally Disadvantaged Youth (EDY) Materials Center stocks over 15,000 supplementary mathematics, reading, and language materials for Chapter I/State Compensatory Education use. Loans on most materials are finalized in the spring semester for delivery in September. Teachers may use these materials with Chapter I/State Compensatory Education pupils during the school year. Some book/cassette combinations are called "revolving materials" and are loaned for two to three week periods of time. When one set of revolving materials is returned to the Educationally Disadvantaged Youth Materials Center, the next sequential set in the same series is sent to the teacher. Other materials are loaned for longer periods of time. Periodic listings of the Educationally Disadvantaged Youth Materials Center items are sent to resource teachers in the district, but the best way to select items is to visit the Center at 4701 Joaquin Way, Sacramento. Educationally Disadvantaged Youth Materials Center items may be used only with eligible pupils.

STAFF TRAINING

The Staff Training Department provides Chapter I/State Compensatory Education schools with required staff development services. Training specialists are available to assist the school by teaching those methods necessary to assure Chapter I/State Compensatory Education program success as described in the staff development component of the school plan.

Information on services available through the Staff Training Department is available by calling the director, Staff Training, 454-8585.

PARENT TRAINING ASSISTANCE

The district employs a Staff Training Assistant to specifically assist school advisory committees in meeting their legal obligations. The Staff Training Assistant organizes parent workshops, assists in district Chapter I activities for parents, and assists the District Advisory Committee.

MULTILINGUAL OFFICE

The Multilingual Education Office is not funded by Chapter I, but directs the district and Chapter I/State Compensatory Education multilingual program for Limited English Proficient (LEP) pupils. Advisors are available to assist schools in developing successful bilingual/bicultural programs. Yearly Limited English Proficiency testing is conducted by the Multilingual Education Office to identify eligible youngsters for the bilingual programs. Information on the Limited English Proficiency programs is available by telephoning 454-8101.

CONSOLIDATED PROGRAMS OFFICE

The Consolidated Programs Office coordinates all Chapter I/State Compensatory Education programs in the Sacramento City Unified School District. Specific assistance is provided the principals in budgeting, personnel, planning, and program implementation. The office acts as a liaison between the State Department of Education and the school in all Chapter I/State Compensatory Education matters with special attention being paid to program compliance, program reviews, plan evaluations, and school/district application for funds. Assistance is provided for school advisory committees and the Consolidated Programs Office represents the district in activities concerning the District Advisory Committee.

HUMAN RELATIONS OFFICE

The Human Relations Office is funded in part by Chapter I/State Compensatory Education funds. Advisors assigned to this office assist schools in organizing and implementing multicultural education, self-awareness, and ethnic appreciation activities for Chapter I/State Compensatory Education youngsters. Information on specific Human Relations services or the Human Relations Office Materials Center can be obtained by telephoning 454-8641.

EVALUATION

TESTING

The Research and Development Department offers extensive testing and evaluation services in their contracted capacity with the Chapter I/State Compensatory Education schools. The Senior Research Specialist coordinates the activities of the school site research assistant and directs the activities that produce the school's yearly evaluation report. The coordinator, Testing and Measurement Services, supplies Chapter I/State Compensatory Education schools with materials and advice on achievement and diagnostic tests for use in their categorical programs. Information on evaluation is available at 454-8637, and the telephone number for the Testing and Measurement Section is 454-8321.

SUPPORT PERSONNEL

COUNSELOR

The Chapter I/State Compensatory Education program provides elementary counseling services to all eligible schools. The amount of elementary counselor time given to each school varies with the Chapter I enrollment at the school. One or one-half day of counselor time a week is typical. The counselor provides the Chapter I pupils with services to help them improve performance at academic tasks. Each school establishes a system of how the counselor is to be used to provide services to identified pupils, and often such a system is based on referrals from classroom teachers. Additional elementary counseling time may be purchased by the school if funds are available.

NURSE

The school may budget to provide additional nursing time for Chapter I/State Compensatory Education to meet specific Chapter I/State Compensatory Education needs. District-wide services supplied by district nurses cannot be paid for from Chapter I/State Compensatory Education money, and the school plan must specify what extra duties the nurse will be assigned to support the Chapter I/State Compensatory Education program. Typical Chapter I/State Compensatory Education nurse responsibilities include making home visits, giving detailed physical examination screening, following up on health agency referrals to see what has been accomplished, providing counseling on personal hygiene, and providing teachers with health resource materials for Chapter I/State Compensatory Education pupils.

PSYCHOLOGIST

Some schools budget funds to purchase psychologist time for their Chapter I/State Compensatory Education pupils. The psychologist time for the categorical programs must be spent with eligible pupils, and as is the case with all employees funded from Chapter I and State Compensatory Education, the psychologist must keep records to verify that time was given for Chapter I/State Compensatory Education purposes.

SCHOOL COMMUNITY WORKER

School community workers are employed by many Chapter I/State Compensatory Education schools to provide a liaison between the school and the home. The school community worker (SCW) is often well-known in the school attendance area and understands the individual needs of eligible pupils and their families. School community workers spend some of their time away from the school and are paid for the mileage they drive in the course of their work. Among typical school community worker duties are conferencing with parents of eligible pupils to solve problems, assisting with health and community agency referrals, encouraging parents to come to school and attend school advisory committee meetings, and assisting the principal with Chapter I/State Compensatory Education youngsters in times of special need.

RECORD KEEPING

One of the requirements for Chapter I/State Compensatory Education programs is that the school be able to show evidence of services to eligible pupils. This audit and program control requirement has resulted in the development of record keeping systems in all Chapter I/State Compensatory Education programs. Basically, the record keeping in a school must show:

BASIC RECORD KEEPING REQUIREMENTS

1. The personnel time provided by Chapter I/State Compensatory Education funds is directed only toward services for eligible pupils. The use of time accounting cards can serve this purpose.

2. Every pupil eligible for services has received attention over-and-above that received by the child who is not eligible for service. Individual pupil record of service cards, Chapter I/State Compensatory Education profiles, or pull-out schedules meet this need.

3. Services are based on diagnosis of specific areas of weakness and prescriptive individual (or small group) activities have been developed to assist the child. Profile records, test records with prescriptions, copies of resource teacher/classroom teacher/instructional aide communications, and/or instructional aide lesson plans for over-and-above services can be used to document individualized planning.

4. A complete list of all pupils currently eligible to receive Chapter I/State Compensatory Education services.

5. Records of purchases and the justifications for the purchases.

6. Records of staff training services, counseling services, Chapter I/State Compensatory Education psychologist, nurse, and school community worker services.

7. The School Advisory Committee has met and advised in planning, implementing, and evaluating the program. Meeting agendas and minutes are good records of these activities.

8. Resource teacher or classroom records of program services and progress are to be added to the child's cumulative record folder. In cases where children are transferred to other schools because of the cluster concept, resource teachers with program information concerning these pupils should relay this data by telephone to the receiving resource teacher.

TIME ACCOUNTING

It is required by the district that all personnel funded from Chapter I/State Compensatory Education keep time accounting records. A time accounting record system can be developed by the school from samples supplied by the Consolidated Programs Office.

EVALUATION RECORDS

At the end of each year, a Chapter I/State Compensatory Education/ School Improvement Program evaluation report is prepared for the State Department of Education. The evaluation data is based on the records of program instruction and support activities made during the school year plus the results of testing.

PARENT AND VOLUNTEER INVOLVEMENT RECORDS

Records should be kept by classroom teachers showing parent involvement in the Chapter I/State Compensatory Education program. A sign-in sheet for classroom volunteers is sufficient documentation for the school's files. Sign-in sheets are also advised for cross-age and community volunteers who provide supplementary services to eligible pupils.

DIAGNOSTIC/ PRESCRIPTIVE RECORDS

Samples of each year's diagnostic/prescriptive records for eligible pupils must be kept to provide evidence that individualized planning has taken place.

JOB DESCRIPTION

Keep copies of school needs assessments for Chapter I/State Compensatory Education personnel including a job description for each type of position.

SCHOOL ADVISORY COMMITTEE

The school and the School Advisory Committee must keep records of all meetings and elections.

FIVE YEAR RETENTION PERIOD

Chapter I auditors may examine records for any of the five years preceding the audit date. All Chapter I/State Compensatory Education summary records are to be kept at the school site for five years regardless of whether the program continues or terminates at the school.

PLAN WRITING

Chapter I/State Compensatory Education plan writing guidelines change yearly and a current requirements manual should be consulted to obtain detailed information.

THREE YEAR CYCLES

Plans for Chapter I/State Compensatory Education school programs are written for a three-year time span, but must be updated yearly. Since needs assessments and evaluations are required each year, most schools find it easiest to retype the previous plan making changes in the data, dates, and activities, but keeping the same style. At the beginning of a new three-year cycle, new planning and program approaches can be implemented if this is what the school and the community want.

Plans are written by the school principal, the school staff, parents of Chapter I/State Compensatory Education pupils, and other interested parents and community members. Plans are signed off by the school principal, a teacher who is a member of the School Advisory Committee, and the chairperson of the School Advisory Committee. The signatures assure that all required groups have had plan input.

WHO PLANS

Schools may organize plan writing to meet their individual needs. Some schools develop the school plan at committee meetings, others give the task of outlining the plan to the resource teacher or perhaps the site research assistant. In yet other schools, the principal has an active role in designing the plan. Regardless of the system used to write the school plan, all required groups must have had plan input and must be satisfied that the plan describes the most acceptable approach to providing services for Chapter I/State Compensatory Education youngsters.

CENTRAL ASSISTANCE

Help in plan writing is available from the Consolidated Programs Office. Advisors can assist in introducing plan writing to the staff and community, reviewing current requirements, offering style suggestions, and can help with the final editing of the written plan. Central clerical assistance for typing is available from the district Word Processing Office for plans written in narrative style.

TIMELINES

Timelines for yearly plan writing and updating are established by the district after funding data is received from the State Department of Education. It is usually necessary for the Consolidated Programs Office to estimate the following year's funding to permit schools to begin plan writing early enough to allow sufficient time for the development of good programs. In this case, plan revisions may be necessary later when the district receives exact funding information.

DUE DATE

Plans are due in the Consolidated Programs Office near the middle of May. The collection of needs assessment data often begins in February, allowing three and one-half months for plan writing. Comprehensive Test of Basic Skills test printout data is sent from the district to the schools in March or early April, allowing sufficient time to enter their scores in the plan if the schools wish to use this information as a part of their needs assessment.

Plans are read by central personnel after they have been received by the Consolidated Programs Office.

PLAN CORRECTIONS

Corrections and suggestions are noted on a check list developed by the district, and the school principal is contacted if changes are needed. The district requires plan sections not in legal compliance with current regulations be made compliant. District suggestions on quality and style may be acted upon if the principal so wishes. The plans are approved by the Board of Education in May or June and a copy of the approved plan is filed in the Consolidated Programs Office. A master copy of the plan is returned to the school principal after July first. Additional copies of school plans can be ordered by the school if funds have been allocated for this purpose. Orders are placed by telephoning the Consolidated Programs Office, 454-8268.

PLAN SUBMISSION

AMENDING PLANS

Plans can be amended at any time by sending copies of the changes to the Consolidated Programs Office. All amendments must be reviewed with the School Advisory Committee and a plan amendment form must be signed by the principal and committee chairperson.

PLAN WRITING OPTIONS

Plans may be written using any format helpful to the school, but all plans must contain those elements required by the State Department of Education. Three plan writing options are offered by the state, the third of which is called "You Do It" and allows the school to submit a unique plan style. Option I is a traditional approach to plan writing, dividing the program into components and listing assessments, goals, objectives, and activities in each area. Option II allows more narrative descriptions and encourages broader school goals. The State Department of Education fully describes the three plan writing options in the 1978 publication, Planning Handbook.

NINE COMMON PAGES

One section of the written plan is called the "nine common pages," and must be included in all plans regardless of the format used. All statistical, budget, and parent assurance data is contained in these "nine common pages." Some of the information is supplied by the school and some is prepared by the Consolidated Programs Office Details on the requirements for current "nine common pages" are available from the Consolidated Programs Office.

STRANDING

Chapter I/State Compensatory Education program plans are combined with the written plans for Bilingual, School Improvement, and Preschool programs in schools with multiple categorical programs. In such situations, the Chapter I/State Compensatory Education sections of the plan are "stranded" to separate the Chapter I/State Compensatory Education services from other programs.

BASE PLANS

TIME, TYPE, INTENSITY

All Chapter I/State Compensatory Education plans must contain a description of the normal curriculum (base plan) for the school in each area where Chapter I/State Compensatory Education funds are budgeted. Plans usually indicate the time, type, and intensity of Chapter I/State Compensatory Education services in the description of the activities.

SPECIFICITY

Plans for Chapter I/State Compensatory Education must be specific enough to allow for budget referencing and the preparation of justification statements for Chapter I/State Compensatory Education materials and supplies purchase.

INVENTORY

Chapter I/State Compensatory Education schools must keep purchase records of Chapter I/State Compensatory Education materials and supplies for a period of five years.

GRADING

Report card grades are not given for Chapter I/State Compensatory Education work. Resource teachers may, at the classroom teacher's or principal's request, attend parent-teacher conferences for Chapter I/State Compensatory Education pupils to discuss work in reading, language arts, or mathematics.

In situations where Chapter I/State Compensatory Education pull-outs prevent a child from participating in a major part of a classroom subject such as science, social science, music, or art, the school principal may decide that no report card grade is to be given the child for the subject which has been missed. The grade is to be replaced by an asterisk which explains that special reading, language, or mathematics help was being provided. Since regular pull-outs do not extend for periods longer than six weeks and repeat pull-outs at the same time for a second, consecutive six-week period are not allowed by district rules, the skipping of report card grades should be an infrequent process. Under no circumstances may a reading, language arts, or mathematics grade be omitted because of classroom pull-outs.

Chapter I/State Compensatory Education program personnel hired to work at the school level typically may include a resource teacher, counselor, clerk, school community workers, and/or instructional aides.

RESOURCE TEACHERS

Resource teachers play key roles in the Chapter I/State Compensatory Education programs of most schools by directing many of the over-and-above activities. Resource teachers must give direct instruction to eligible pupils in the course of their work, but are not allowed to assume regular classroom district instructional duties. The resource teacher keeps prescriptive and profile records for the children he or she serves directly and those served by instructional aides under the resource teacher's direction.

Resource teachers may not substitue, serve as head teachers, do monitor duty, or engage in any regular school activities that are designed to assist the regular school program. Resource teachers are given preparation periods equivalent to those given classroom teachers at the school.

The school principal may assign a resource teacher specific program responsibilities. These duties may include:

ASSIGNED RESOURCE TEACHER DUTIES

1. Ordering materials and supplies for the program
2. Loaning classroom teachers reinforcement materials from a central storage area and providing instructions in the use of materials
3. Preparing prescriptions for pupils receiving pull-out and/or in-class services
4. Doing diagnostic testing to identify skill weakness areas
5. Directing the instructional aides in the resource room and/or the classroom
6. Keeping records of in-class services
7. Coordinating the program planning and plan writing
8. Assisting the site research assistant in collecting evaluation data
9. Organizing the scheduling of over-and-above services
10. Conferencing directly with parents of eligible pupils
11. Assisting with School Advisory Committee activities
12. Providing limited and non-English speaking pupils with services
13. Acting as a contact between teachers and the Educationally Disadvantaged Youth Materials Center in borrowing supplementary materials
14. Preparing games and other reinforcement materials
15. Assisting in organizing volunteer parents
16. Training volunteer parents for tutoring and other program activities
17. Initiating plan amendments

18. Assisting the principal and the School Advisory Committee in budgeting
19. Assisting the School Advisory Committee in planning, implementing, and evaluating the program
20. Assisting in preparation for on-site program reviews
21. Acting as a Chapter I/State Compensatory Education program monitor for parents, teachers, instructional aides, support personnel, and the principal.

In this manual, the term "instructional aide" is generic and refers to the positions of Instructional Aide, Instructional Assistant I, Instructional Assistant II, and Teacher Associate.

INSTRUCTIONAL AIDES

Instructional aides paid only from Chapter I/State Compensatory Education funds must confine all activities to Chapter I/State Compensatory Education program support. Multi-funded instructional aides must devote that time paid from Chapter I/State Compensatory Education funds to work exclusively with Chapter I/State Compensatory Education programs.

Instructional aides may be assigned the following duties:

ASSIGNED AIDE DUTIES

1. Instructional aides may, under the direction of the principal, assist identified Chapter I/State Compensatory Education pupils in reading, mathematics, and language arts reinforcement activities.
2. Instructional aides may check Chapter I/State Compensatory Education over-and-above pupil work and do over-and-above program record keeping.
3. Instructional aides may assist Limited English Proficient pupils as a part of the Chapter I/State Compensatory Education planned program.
4. Instructional aides may make teaching materials for Chapter I/State Compensatory Education activities.
5. Instructional aides may proctor the work of eligible pupils.

Instructional aides <u>cannot</u> do the following:

RESTRICTIONS ON USE OF AIDES

1. Plan or initiate instruction
2. Participate in building or yard monitor duties before school, after school, during recess, during lunch time, or at school assemblies and other extra-curricular school-wide activities unless paid for those duties with funds not associated with Chapter I/State Compensatory Education.
3. Assist with non-Chapter I/State Compensatory Education instructional activities such as art, physical education, or music
4. Assume instructional responsibility for reading, language arts, or mathematics for an individual or a group

5. Plan pupil prescriptions for Chapter I/State Compensatory Education instruction and reinforcement activities
6. Participate in school field trips or picnics during the hours of Chapter I/State Compensatory Education employment
7. Serve as a library supervisor/worker or bus monitor
8. Substitute for the classroom teacher during breaks or absences
9. Assume continuing general clerical duties or otherwise work at tasks not normally a part of the instructional aide job specifications
10. Instructional aides cannot communicate pupil progress to parents unless so directed by a certificated staff member in situations where the instructional aide's special abilities are needed to assure that communication is made.

AIDE TIME ACCOUNTING RECORDS

Instructional aides must keep time accounting records to document that the time they are paid from Chapter I/State Compensatory Education funds is spent for Chapter I/State Compensatory Education activities.

ASSIGNED CLERK DUTIES

School clerks funded by Chapter I/State Compensatory Education must confine their activities to services directly supporting the Chapter I/State Compensatory Education program.

Clerks may be assigned the following duties under the direction of the principal:

1. Chapter I/State Compensatory Education filing, sorting, and organizing
2. Typing Chapter I records, communications, diagnostic prescriptive records, individual pupil plans, school plans, memorandums, and other items supporting the Chapter I/State Compensatory Education program
3. Recording test scores, teacher notes, results of class work, profile records, and other written Chapter I/State Compensatory Education materials
4. Correcting Chapter I/State Compensatory Education pupil work under the direction of a teacher
5. Keeping Chapter I/State Compensatory Education supply and materials inventory
6. Duplicating Chapter I/State Compensatory Education class materials and school materials relating only to Chapter I/State Compensatory Education
7. Telephoning Chapter I/State Compensatory Education parents to schedule teacher/parent or principal/parent conferences, encouraging school advisory committee attendance, making telephone surveys as a part of a needs assessment, and other communication activities with Chapter I/State Compensatory Education parents

8. Transcribing school advisory committee minutes, keeping school advisory committee records, distributing school advisory committee notices, and other such clerical duties supporting the activities of the school advisory committee
9. Preparing Chapter I/State Compensatory Education purchase requisitions and ordering Chapter I materials and supplies under the direction of the principal or the principal's designee
10. All other clerical duties supporting the Chapter I/State Compensatory Education program.

Clerks funded only by Chapter I/State Compensatory Education cannot be assigned these duties:

PROHIBITED CLERK DUTIES

1. Pupil registration
2. Recording of scores, class work, communications, etc., and other regular clerical duties that support the normal school program
3. Acting as a school representative in meeting the general public, taking messages, and answering the telephone
4. Acting as a substitute for the school secretary at lunch time or during secretary absence
5. Duplicating, preparing class materials, filing, correcting papers for an entire class, and other such tasks that support the regular school program
6. Organizing, dispensing, and ordering general school materials and supplies

WHERE CLERKS WORK

It is strongly recommended that a Chapter I/State Compensatory Education clerk not be assigned to work on a regular basis in the school office. It is preferable to station a clerk in a resource room or in a location where the clerk will not be requested to perform general school duties.

CLERK TIME ACCOUNTING

Clerks, like other Chapter I/State Compensatory Education employees, must keep time accounting records to verify their contributions to the Chapter I/State Compensatory Education program.

SCHOOL COMMUNITY WORKER

The school community worker (SCW) serves only eligible pupils and their families. The duties of the school community worker are reviewed in the section of this handbook describing support personnel.

CERTIFICATED WORK HOURS

The hours certificated Chapter I/State Compensatory Education program personnel must work are the same as the hours served by regular district personnel. These hours are shown in the negotiated certificated personnel contract agreement.

CLASSIFIED WORK HOURS

Classified Chapter I/State Compensatory Education employees are hired by the district to work daily at the school for a number of hours as determined by the principal based on program needs. The principal has the responsibility of scheduling instructional aide, school community worker, and clerk hours of work.

THE SCHOOL ADVISORY COMMITTEE

SCHOOL ADVISORY COMMITTEE COMPOSITION

A school advisory committee must be established in every Chapter I/State Compensatory Education school. The advisory committee must have no less than eight members, a majority of whom are parents of Chapter I pupils in the school program. The school advisory committee should have at least one teacher member and should have an ethnic composition that is similar to the ethnic composition in the school attendance area.

Parent members of the school advisory committee must be elected by parents of Chapter I/State Compensatory Education pupils in the school. Teachers and other district employees may be elected or selected to be members of the school advisory committee using a process determined by the school principal.

A new school advisory committee is formed every two years on a date established by the district. Members serve two year terms and uncompleted terms are filled by a replacement process described in the school bylaws for the school advisory committee.

ELECTIONS

The replacement of school advisory committee members must maintain the school advisory committee composition requirement of a majority of members being parents of Chapter I/State Compensatory Education pupils. The school is responsible for developing election procedures in these areas:

1. The method of election/selection is determined by the principal who is advised by the present school advisory committee members.
2. All Chapter I/State Compensatory Education parents and non-Chapter I/State Compensatory Education parents are notified that they are eligible to be nominees for school advisory committee membership.
3. Those wishing to be nominees who are parents of Chapter I/State Compensatory Education pupils must give written permission to be identified as Chapter I/State Compensatory Education parents on the election ballot.
4. Notice is given to Ch I/SCE parents that the school advisory committee election will be held and how the voting is to take place.
5. The election is held and the ballots are tallied and stored for program compliance documentation. The election results are given to the school community.

COMMITTEE PURPOSE

The school advisory committee is responsible for advising the school principal on Chapter I/State Compensatory Education program decisions for budgeting, planning, implementing, and evaluation. The school advisory committee must review and sign off on the school budget worksheet, the school plan, and plan amendments to assure the district and the State Department of Education of school advisory committee involvement. The school advisory committee is given the responsibility of representing the school community in the Chapter I/State Compensatory Education program.

MEETINGS

School advisory committees shall meet at regular intervals at times and at locations determined by the committee.

OFFICERS

The school advisory committee will elect a chairperson, a secretary, two representatives to the District Advisory Committee, and other such officers as are deemed necessary by the committee. The term of officers will be written in the school advisory committee bylaws. Officers may run for successive terms of office. Any voting member of the school advisory committee can be elected to any office, but the district prefers that parents of Chapter I pupils be elected as District Advisory Committee representatives.

AGENDAS & MINUTES

Meetings must have agendas prepared by the school advisory committee chairperson and/or designated officer or school advisory committee members. The principal may assist in preparing the agenda. Minutes of meetings will be recorded and printed for distribution to the school advisory committee members and others as the committee sees fit.

SCHOOL ADVISORY COMMITTEE AND SCHOOL SITE COUNCIL MEETINGS

A school advisory committee cannot be a part of the school site council for the School Improvement Program. The two committees have different responsibilities and compositions. Although school advisory committee members may also be elected to be members of the school site council or other committees, their duties and representation should be clearly stated and kept separate. If school advisory committee and school site council meetings are scheduled to follow one another, there must be separate meeting agendas, sign-in sheets and minutes, and each meeting must be chaired by the elected chairperson of each committee.

OPEN MEETINGS

School advisory committee meetings will be open to the public and the school staff members. A schedule of school advisory committee meetings should be distributed to the school community.

BYLAWS

Every school advisory committee must establish bylaws that contain at least the following information:

1. School advisory committee purpose and responsibilities
2. Description of officer's duties
3. Officers' and members' terms of office

4. Meeting frequency
5. Election procedures
6. Member and officer replacement data
7. Membership requirements
8. Quorum requirements

INFORMATION FOR THE SCHOOL ADVISORY COMMITTEE

All school advisory committee members must have access to Chapter I/State Compensatory Education program rules, regulations, laws, and plans. The school advisory committee must be supplied by the school with the data necessary to carry out its responsibilities in the areas of planning, implementation, and evaluation.

District Advisory Committee representatives are responsible for conveying District Advisory Committee information to their school advisory committees and to other Chapter I/State Compensatory Education parents and interested community members.

THE DISTRICT ADVISORY COMMITTEE

DUTIES

The District Advisory Committee (DAC) meets regularly at public meetings to advise the district administration and the Board of Education on Chapter I/State Compensatory Education matters. The District Advisory Committee has the responsibility of supplying program information to its members who are expected to use this knowledge in assisting their school advisory committees. The District Advisory Committee signs off on the district Consolidated Application, district amendments, and waivers. The District Advisory Committee has standing subcommittees which meet for detailed Chapter I/State Compensatory Education information. These groups examine budget, evaluation, Board of Education activities, program compliance, and staff development.

SUBCOMMITTEES

OFFICERS

The District Advisory Committee elects a chairperson, vice-chairperson, secretary, and parliamentarian each year. These officers, plus subcommittee chairpersons and representatives from the committee at large compose an Executive Board that meets and plans the activities of the District Advisory Committee.

DISTRIBUTION OF INFORMATION

District Advisory Committee bylaws are distributed to all school District Advisory Committee representatives. The meeting minutes are published in English and Spanish and sent to all school principals, school advisory committee chairpersons, and District Advisory Committee representatives.

QUESTIONS?

For additional information on the District Advisory Committee, call the Consolidated Programs Office, 454-8268.

GRIEVANCE PROCEDURES

INFORMAL

All informal complaints are to be resolved by the school principal.

FORMAL

Formal, written complaints alleging Chapter I/State Compensatory Education program violations of compliance may be submitted to the director, Consolidated Programs, Sacramento City Unified School District after informal grievance procedures have been tried. A written response will be given within ten working days. Forms for formal grievances are available from the school or from the Consolidated Programs Office.

DOES NOT SUPPLANT BOARD POLICY

No part of the Consolidated Programs complaint procedures shall supplant the Board of Education guidelines issued on November 15, 1971, concerning complaints or charges against employees.

COMMUNITY RESOURCES

AGENCIES, ORGANIZATIONS

Chapter I/State Compensatory Education programs are expected to use community educational, health, and other assistance agencies to improve services. The Sacramento Parent Teacher Association conducts the Clothes Closet project that can provide needy youngsters with clothing. Many of the agencies listed in the Sacramento Community Services Directory can assist Chapter I/State Compensatory Education programs.

VOLUNTEERS

WORK-STUDY

Volunteer help for Chapter I/State Compensatory Education programs can be recruited from the community. The Retired Senior Volunteer Program provides senior citizens to schools who can use their services. Schools may budget to hire college pupils for tutoring under the district/community college work-study program.

STUDY CENTERS

Chapter I study centers operate in several schools in the district and provide tutoring to eligible pupils after school hours.

PARENT NOTIFICATION

Chapter I/State Compensatory Education regulations require parents to be told that their child is receiving Chapter I/State Compensatory Education services.

METHODS OF NOTIFICATION

Notification may be made by written notice, telephone, or at a parent conference, and a record of notification must be kept for audit and program review documentation. Parent notification should be completed during the first two months of the school year.

Parents must be told of the progress their children are making in the Chapter I/State Compensatory Education program. This may be done during regularly scheduled school conferences. The resource teacher is required to provide classroom teachers with information concerning pupils who received pull-out services prior to the conference time.

FOOD, COFFEE, DONUTS

Food and beverage purchases are not allowable Chapter I/State Compensatory Education expenditures.

PUPIL SERVICES

WHO SERVES PUPILS

Resource teachers must give direct instruction to some eligible pupils. Those pupils not served by a resource teacher receive services from the classroom teachers and/or instructional aides working under the direction of a certificated staff member. Resource teacher and instructional aide duties are described on pages 22 and 23 in this handbook.

TYPES OF SERVICES

Resource teachers and classroom teachers give Chapter I/State Compensatory Education instructional activities only to eligible pupils. Instructional aides and volunteer parents or peers give reinforcement activities to pupils in the Chapter I/State Compensatory Education program. All services are based on individual or small group learning plans (prescriptions) that are kept in the school. Typical Chapter I/State Compensatory Education program activities include tutoring, using special materials, games, and practice exercises.

The instruction and reinforcement services provided to eligible pupils must be described in the school plan. Pupils can receive basic skill services only in those areas for which they have qualified on the eligibility test.

USE OF MATERIALS

The use of Chapter I/State Compensatory Education materials must be restricted to eligible pupils. These special materials cannot supplant the materials used in the regular instructional program. The use of Chapter I/State Compensatory Education materials is one form of program service and should be documented. This is often done by having the pupil sign and date a card attached to the material.

SERVICE DELIVERY

Successful delivery of categorical program services depends on cooperative planning in the school. Chapter I/State Compensatory Education services can be given in the classroom or in a resource room or in any other area designated by the principal. Pull-out programs are popular in schools that have resource teachers. The district discourages pull-out from basic skill classes; but if such a pull-out schedule is necessary, the child should be removed from class only after receiving some daily basic skill instruction from classroom teachers. District restrictions on removing children from class during "sacred time" must be obeyed.

LENGTH OF PULL-OUTS

Pull-out programs must be based on remediating specific skill areas, and when a skill is improved or completely learned, the child is no longer scheduled for pull-out services. Pull-outs must always be short-term situations. Pull-outs should not be scheduled for the same child at the same time for longer than six weeks. Under no circumstances may a child be pulled from class for consecutive six-week sessions or on a regular basis for a semester or an entire school year.

NO DISCIPLINE PULL-OUTS

The decision to pull a child from his regular class must be based on teacher referrals to the resource teacher or by resource teacher or principal request. Both referrals and requests must be based on diagnosed needs in the basic skills. Pull-out programs are not to be used as a method of removing unruly or uncooperative pupils from class or to reduce class size.

IN-CLASS AIDE SERVICES

Instructional aide services to eligible pupils in classrooms should be given after the classroom teacher has instructed the pupils. The instructional aide is allowed to give personal attention to specific pupils or small groups of pupils with similar needs in reinforcing what the teacher has taught. Care should be taken in reinforcement activities that instructional duties are not assumed by the instructional aide; instructional aides cannot be given responsibility for reading, mathematics, or language arts instruction for individuals or groups. Instructional aides provide specific follow-up services as directed by the teacher and may not initiate instruction, prepare pupil assignments, or assume other teacher responsibilities.

AIDE RESTRICTIONS

The school principal has the responsibility of seeing that a successful Chapter I/State Compensatory Education service delivery system is implemented at the school. Such systems may include the following:

TYPES OF SERVICE DELIVERY

1. All eligible pupils may be served through a resource teacher pull-out program.
2. The most needy pupils may be pulled-out and others may receive services from the classroom teacher.
3. All services may be given by the classroom teacher with or without assistance from instructional aides and/or a resource teacher. The principal must see that all eligible pupils receive some type of service in all areas of need addressed by the Chapter I/State Compensatory Education plan. A resource teacher may be assigned to give assistance to eligible pupils in a regular classroom and is not confined to reinforcement activities, but may introduce and instruct in skilled areas based on diagnosed needs. Resource teachers may not assume eligibility testing or regular classroom duties for classroom teachers.
4. An "add-on project" provides services before or after regular school hours and is accepted by the state as a method for providing Chapter I/State Compensatory Education services.

SEGREGATION

Eligible pupils may not be segregated or isolated in the school or classroom because of their Chapter I/State Compensatory Education status. Chapter I/State Compensatory Education rows or sections of rooms are prohibited. Elementary teachers are not to be assigned classes composed entirely of Chapter I pupils.

USING AN AIDE TO FREE A TEACHER

Instructional aides may proctor the activities of non-Chapter I pupils only for the specific purpose of freeing the teacher to deliver Chapter I/State Compensatory Education services. Instructional aides may not be used to provide teachers with work breaks and may not be used as substitutes when teachers are absent.

LIMITED ENGLISH PROFICIENT PUPIL SERVICES

Limited English Proficient pupils must be addressed in Chapter I/ State Compensatory Education plans and programs. Services to these pupils, if the school has ten or less in a particular grade level, are often written in Individual Learning Plans (ILP's) and must be on file in the school. Needs in the basic skill areas in both English and the primary language of the child must be assessed and addressed. The bilingual services may be given by qualified staff members or, in the case of unusual languages, by volunteers, parents, or older family members. Assistance in planning and providing Limited English Proficient services is available from the district Multilingual Education Office.

Schools with more than twenty Limited English Proficient pupils must establish a bilingual education advisory committee. This committee may be a subcommittee of the Chapter I/State Compensatory Education school advisory committee, but must contain at least the percentage of parents of Limited English Proficient pupils as there are Limited English Proficient pupils in the school. The Limited English Proficient parent bilingual committee members are elected to office by the parents of Limited English Proficient pupils in the school.

A federal bilingual program, Title VII, operates in some city schools. Information can be obtained from the Multilingual Education Office, 454- 8101.

NONPUBLIC SCHOOLS

The Chapter I program serves nonpublic schools in the Sacramento City Unified School District attendance area that have sufficient eligible pupils who live in public school attendance areas that have Chapter I programs. Because state laws do not allow State Compensatory Education funds to be used in nonpublic schools, a funding formula is used by the district to determine from which Chapter I public schools the nonpublic school may draw eligible pupils. Participation in the Chapter I program is voluntary for nonpublic schools. The rules for nonpublic school planning and program implementation are similar to the rules for public schools. Information on nonpublic school Chapter I participation is available from the Consolidated Programs Office, and is contained in the district publication, Nonpublic School ECIA, Chapter I Handbook.

Chapter I programs are also conducted in several neglected and delinquent child institutions in the Sacramento City Unified School District.

THE SITE RESEARCH ASSISTANT PROGRAM

Part of the school's contracted Research and Development charges are allocated to purchasing the services of a school staff member to do additional work as a site research assistant. The site research assistant is selected by the school principal and may be any staff member who has good staff communication and can adequately collect program data and compile the annual evaluation report. Resource teachers may not be site research assistants. Information on the position of site research assistant is available from the Education Evaluation Services Department.

BABYSITTING

Schools may allocate Chapter I/State Compensatory Education money to reimburse babysitters who are employed to care for the youngsters of volunteer parents who are attending Chapter I/State Compensatory Education meetings or doing Chapter I/State Compensatory Education work. Babysitting services should be confined to the school premises. Claims for babysitting payment must be submitted by the school principal to the Consolidated Programs Office.

FIELD TRIPS

Chapter I/State Compensatory Education field trips are not allowable program expenditures because such an activity always violates supplanting or segregation laws. If Chapter I pupils only are sent on a field trip, this is a form of segregation/isolation, and public identification and segregation is prohibited by federal law. If Chapter I/State Compensatory Education pupils are sent on a field trip with non-Chapter I/State Compensatory Education pupils, the Chapter I/State Compensatory Education program cannot pay its part of the cost without being in violation of supplanting rules (those regulations that prohibit Chapter I/State Compensatory Education funds from being used for activities normally supplied by the district). If Chapter I funds pay for all of the costs of Chapter I and non-Chapter I pupils, then Chapter I money is being used to serve noneligible pupils, another violation of law.

PROGRAM REVIEWS

The State Department of Education may check schools periodically for compliance and quality. The review instruments used for these checks vary each year and are available from the Consolidated Programs Office. Site reviews are preceded by school self-assessments which may take a week or more to complete. The actual review process may take one, two, or three days and is conducted by two or three reviewers who may be from the State Department of Education or from other school districts. Review teams observe, inspect programs, and interview staff and parents to examine all aspects of the school's categorical programs.

SIGN-IN SHEETS

As a part of audit or program review documentation, all schools should use sign-in sheets for Chapter I/State Compensatory Education meetings, parent activities, and staff training sessions.

Sacramento City Unified School District

nonpublic school ECIA CH. I handbook

1983

Sacramento City Unified School District

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The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age.

Sacramento City Unified School District

ECIA, CHAPTER I PROGRAM
NONPUBLIC SCHOOL HANDBOOK

Prepared by the Consolidated
Programs Office of the Sacramento
City Unified School District
1983

The information in this handbook describes procedures used by the Sacramento City Unified School District to provide services to nonpublic school pupils under Chapter I of the Education Consolidation and Improvement Act of 1981. The program rules and regulations are based on guidelines issued by the California State Department of Education in its publication, Eligibility, Targeting, and Funding of Schools to Be Served with ECIA, Chapter I, and Economic Impact Aid/State Compensatory Education Funds. Nonpublic School sections of this publication are contained in Appendix A of this handbook.

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Nonpublic School Participation Eligibility

All nonpublic schools conducting classes within the boundaries of the Sacramento City Unified School District are eligible to participate in the district's federal ECIA, Chapter I program. Each school filing an affidavit of nonpublic school status with the Sacramento County Office of Education is contacted in the spring semester of each year by Sacramento City Unified School District representatives to determine if the school is interested in participating in the following year's program. The decision to participate or not to participate rests with the chief administrative officer of each nonpublic school or this person's designee. Notices of intent for nonpublic schools to participate in the following year's ECIA, Chapter I program must be received by the Sacramento City Unified School District no later than April 1.

Nonpublic School Pupil Eligibility

Pupils attending nonpublic schools are eligible for ECIA, Chapter I services if they have scores below the 50th percentile on standardized tests in overall reading skills, overall language skills, or overall mathematics skills. The nonpublic school is responsible for the purchase, administration, and scoring of the standardized tests, which must be given during the school year in which the school is contacted for Chapter I participation. Copies of test results must be provided to the school district to verify program eligibility for the child.

Pupils academically qualifying for ECIA, Chapter I services must reside in a public school attendance area that would, without the addition of State Compensatory Education money, qualify for federal ECIA, Chapter I funds. Schools that receive Chapter I funding as a result of state money being allocated to more needy schools cannot have their attendance areas considered for nonpublic school pupil eligibility. The Sacramento City Unified School District yearly issues a list of school attendance areas in which nonpublic school pupils must reside.

Commitments Required of Nonpublic Schools

Nonpublic schools wishing to participate in the school district's Chapter I plan must agree to the following conditions:

1. A signed statement of willingness to participate and an agreement to abide by the program rules and regulations issued by the Sacramento City Unified School District, the state of California, and the federal

government must be filed with the Sacramento City Unified School District Consolidated Programs Office.

2. The school agrees that eligible pupils must use time from their nonpublic school day to receive supplemental help in basic academic skills given by the district employees.

3. The school agrees to confine the use of ECIA, Chapter I materials and supplies to the over-and-above use by eligible pupils in reinforcement of basic skills.

4. The school agrees that the evaluation, supervision, and administrative direction of ECIA, Chapter I employees working in the nonpublic school rests with the Sacramento City Unified School District.

5. The school agrees to abide by the planned ECIA, Chapter I activities and instructional techniques outlined in the district plan or individual nonpublic school plans for ECIA, Chapter I services.

6. The school's administrator agrees to cooperatively plan and assist in the provision of supplemental Chapter I services and to facilitate communication among the district personnel, Chapter I personnel, and the nonpublic school classroom teachers.

7. The school agrees to provide transportation to eligible pupils to receive ECIA, Chapter I services at nearby Chapter I sites if the nonpublic school has ten or fewer eligible pupils enrolled on October 1 of the school year.

8. The nonpublic school agrees to provide Chapter I personnel with sufficient pupil information to enable scholastic diagnosis and prescription.

9. The school agrees to such testing and evaulation activities that are necessary for program compliance and success.

10. The nonpublic school agrees not to direct Chapter I employees to engage in religious activities, provide services to noneligible pupils, or to otherwise violate district, state, and federal Chapter I guidelines.

PROGRAM DETAIL

Provision of Services to Nonpublic Schools

ECIA, Chapter I program services are supplied to nonpublic schools by the Sacramento City Unified School District in the way which best utilizes the resources available to the school district.

1. Participating nonpublic schools with 1-10 qualified ECIA, Chapter I eligible pupils transport those students once weekly to the nearest public school identified as a qualifying nonpublic school attendance area which has a Chapter I resource teacher. At this site, the pupils receive supplemental Chapter I instruction in the basic skills from the public school resource teacher and instructional aides. Supplemental supplies and materials for this instruction are supplied by the public school. Return transportation to the nonpublic school site is the responsibility of the nonpublic school. While receiving Chapter I services at the public school, the nonpublic school pupils are subject to the rules and regulations established by the public school and are under the supervision of the resource teacher at the school and the public school principal. Funds generated by the nonpublic school pupils are budgeted by the receiving public school to provide adequate ECIA, Chapter I services.

2. Nonpublic schools with 11 or more eligible Chapter I pupils are provided services at the nonpublic school site by a district instructional team using a pupil pull-out and in-class services. Such services are given on a regular basis, are determined by diagnostic testing, and are coordinated with input from the nonpublic school administrator.

Types of Instructional Services

Nonpublic school programs are developed to provide flexibility in the types of instructional services given to participating pupils. Following diagnostic testing, a program plan for each pupil or groups of pupils with similar needs is developed. This plan is prepared by the Consolidated Programs staff. The nonpublic school administrator reviews the plan and advises on modifications necessary for smooth and effective implementation.

Typical instructional services to pupils include:

1. Tutoring
2. Use of workbooks, practice pages, drills, and other such written work
3. Use of motivational games and puzzles
4. Oral repetition and reinforcement activities to build skills
5. Use of flash cards, programmed learning materials, and supplementary texts.

Records and Reports

District ECIA, Chapter I program personnel working with the nonpublic school principal will direct the preparation of such records and reports necessary to conduct the program. These nonpublic school principal/district staff reports will include:

1. Records of services provided to each child
2. Chapter I personnel time-accounting records. All ECIA, Chapter I instructional aides, clerks, and school community workers use Form A to record their daily job activities. These time-accounting forms are available from the Consolidated Programs Office.
3. Notices to parents giving a program overview and indicating the types and frequency of Chapter I services to the child(ren).

Location and Scheduling of Services

If on-site ECIA, Chapter I services are given to nonpublic school pupils at locations outside the child's nonpublic school classroom, the building administrator of the nonpublic school will provide a suitable location for these program services. Nonpublic school pupils receiving services in a public school shall use such facilities as are normally provided to the Chapter I/State Compensatory Education pupils in the school.

Purchases

The purchase of nonpublic school Chapter I materials and supplies is the duty of the public school principal of a school receiving nonpublic school pupils and the supervisory personnel of the Consolidated Programs Department, who guide the instruction of nonpublic school pupils in situations where a resource teacher is not employed. All purchases of

Chapter I materials and supplies to be used at nonpublic school sites shall be made with the knowledge and participation of the nonpublic school principal. All amounts of purchases must be compatible with the number of eligible pupils being served at the nonpublic school.

Withdrawal from the Program

Participation in the Chapter I program is voluntary for nonpublic schools. The parents of participating nonpublic school pupils may withdraw their children from services at any time and nonpublic school funding for the Chapter I program will be reduced accordingly. The nonpublic school administrative officer may stop all Chapter I services by sending a letter to the district Consolidated Programs Office. In such cases, the district will withdraw all Chapter I personnel, materials, and supplies from the nonpublic school site. Once program services have been formally stopped by a nonpublic school, they will not resume during the school year in which the stop notice is received. A new application for participation can be filed for program services the following year.

The Sacramento City Unified School District reserves the right to withdraw ECIA, Chapter I services from any school found to be in violation of district, state, or federal ECIA, Chapter I rules. Such withdrawal of services shall be made in writing following consultation between the district and nonpublic school representatives. Copies of the correspondence generated in such a situation will be forwarded to the State Department of Education.

Assigned Instructional Aide Duties in Nonpublic Schools

Instructional aides employed by the Sacramento City Unified School District in ECIA, Chapter I programs in nonpublic schools are under the direct supervision of public school representatives. The following activities are representative of the types of duties that may be assigned to such employees:

1. Instructional aides may assist ECIA, Chapter I pupils with reinforcement activities for reading, language arts, and mathematics.

2. Instructional aides may check and correct the over-and-above work of ECIA, Chapter I pupils.

3. Instructional aides may keep pupil profiles and records of ECIA, Chapter I pupils if these profiles and records are for ECIA, Chapter I services.

4. Instructional aides may tutor ECIA, Chapter I pupils in the basic skills, may interpret instructions for them, may listen to reading, observe their basic skill work, assist in practicing math, spelling, oral language, written language, and do such other activities that reinforce these pupils' progress in mastering basic academic skills.

5. Instructional aides may make teaching materials for reinforcing ECIA, Chapter I learning activities and may prepare materials for daily reinforcement sessions.

6. Instructional aides may play learning games with ECIA, Chapter I pupils.

Instructional aides are not permitted to take part in the following activities:

1. Instructional aides cannot plan or initiate regular or over-and-above instruction.

2. Instructional aides cannot be assigned yard monitor, bus monitor, noon duty, or assembly monitor duties. They shall not participate in hall monitor duty, library monitor duty, or other such general supervisory activities.

3. Instructional aides may not assist pupils with work in physical education, art, music, social science, science, or other curricular areas not addressed in the ECIA, Chapter I school plan.

4. Instructional aides may not participate in field trips or picnics. Instructional aides are prohibited from participating in religious activities during their hours of ECIA, Chapter I employment and may not supervise students during their times of religious activities.

5. Instructional aides cannot assume the teacher's instructional responsibility for any reading group, language group, or mathematics group.

6. Instructional aides are allowed to implement, but do not prescribe, ECIA, Chapter I supplemental services for eligible pupils. Likewise, instructional aides may give and correct tests needed for ECIA, Chapter I services, but do not interpret or diagnose test results.

7. Instructional aides may not substitute for classroom teachers during breaks or absences.

8. Instructional aides may not be assigned paperwork involving eligible pupils' normal, nonpublic school curriculum. Clerical duties, when assigned, must be supplemental to the correcting, sorting, grading, and record keeping generated in everyday classroom situations.

9. Instructional aides cannot be assigned to answer the nonpublic school's telephone, act as a school receptionist, or work in the school office on matters not directly related to the ECIA, Chapter I program.

10. Instructional aides may not draft or submit material or supply orders.

ECIA, Chapter I Clerk's Duties in Nonpublic Schools

ECIA, Chapter I clerks work under the direct supervision of public school certificated supervisors. The ECIA, Chapter I clerical duties in a nonpublic school may include the following:

1. Clerks may do ECIA, Chapter I filing, sorting, and organizing.

2. Clerks may type ECIA, Chapter I communications, diagnostic and prescriptive records, nonpublic school plans, program notes and memorandums, and other such ECIA, Chapter I materials.

3. Clerks may correct ECIA, Chapter I pupil supplementary work as directed by credentialed district supervisory personnel.

4. Clerks may maintain ECIA, Chapter I supply and materials inventories.

5. Clerks may write up purchase requisitions under the direction of district supervisory personnel.

ECIA, Chapter I clerks in nonpublic schools may not perform general school duties for all pupils. These prohibited duties include acting as a receptionist and answering the telephone, giving or taking information from school visitors, providing pupils with first aid attention, filing or typing for general class work or staff functions, serving as secretary to the school principal, etc.

Communication Between Nonpublic School and District

Services to eligible pupils in nonpublic schools are the responsibility of district employees. The assigned district program representative shall work on-site on a regular basis supervising the services provided to eligible pupils, giving directions to ECIA, Chapter I employees, and

communicating with nonpublic school staff on the contributions of the ECIA program. As a part of the on-site work of program personnel, the nonpublic school principal will be contacted on a regular basis to discuss the ECIA, Chapter I activities for nonpublic school pupils. Where ECIA services are provided at the school, the principal shall have an advisory role in the purchase of suitable ECIA materials and shall be responsible for coordinating communication between the ECIA supervisor and the school staff. Every effort will be made by the district to coordinate ECIA activities with nonpublic school classes and all scheduling and types of services will be reviewed by the principal before implementation. The director, Consolidated Programs, will, on a regular basis, contact the school principal to discuss program implementation and progress. Problems in communication with employees of the district are to be communicated directly to the Consolidated Programs Office of the Sacramento City Unified School District.

Classified Employee Rights

All ECIA instructional aides, clerks, and other classified employees hired by the district to work in nonpublic schools have the same rights and benefits as other district employees. Questions concerning employee rights may be addressed to the district Personnel Office.

Staff Development, Evaluation, and Consolidated Programs District Services

Nonpublic schools receive the services of the district Staff Training, Evaluation, and Consolidated Programs Departments. Staff Training services are described in the district plan for nonpublic schools and are designed to meet the ECIA needs of district employees. District employees may be scheduled to attend training sessions during their nonpublic school working hours. These nonpublic school staff training needs are assessed and a contract for specific training activities is prepared under the direction of the director, Consolidated Programs Office.

Evaluation services are provided to nonpublic schools to enable the district staff to measure ECIA program objectives. Evaluation results are given to the Consolidated Programs Office and the school principal, and are sent to the California State Department of Education. The district testing office annually tests all public and nonpublic school pupils to assist in establishing program needs assessments and to evaluate program progress. Questions on evaluation of nonpublic schools can be directed to the senior research specialist, 454-8637.

The Consolidated Programs Office provides nonpublic schools with ECIA personnel and budget services. This office also interprets federal legislation and develops ECIA district rules and regulations for nonpublic schools. Line supervision of nonpublic school ECIA programs

under the administration of the director, Categorical Programs and Services, is the responsibility of the consolidated Programs Office. Questions on program and budget can be addressed to the director, Consolidated Programs, 454-8266.

Audits

Nonpublic schools, like public schools, may be requested to provide information for federal ECIA, Chapter I audits. It is the responsibility of the district ECIA certificated program employee assigned to the nonpublic school to assist the nonpublic school in collecting required documentation and providing auditors with sufficient information to conduct the audit. Records for audits are to be kept for five years. These include purchase requisitions with justifications for purchases, lists of supplementary services, and employee time accounting records.

Nonpublic schools may also be inspected by the State Department of Education to evaluate the ECIA, Chapter I services provided to the children. Such inspections are called "program reviews," and measure legal compliance and program quality.

Nonpublic School ECIA Plan Writing

It is the responsibility of the Consolidated Programs Office to work with the principal of the nonpublic school and the central support office to produce a nonpublic school plan for ECIA supplemental services. This plan is prepared in the spring semester of each year and is submitted to the State Department of Education on July 1. The plan is an application for funding and contains a program description and services provided by the district. Each nonpublic school principal has a copy of the ECIA plan for the school.

Parent Involvement

Nonpublic schools are encouraged to involve parents in understanding and assisting with the delivery of ECIA, Chapter I services to their children. Parent advisory committees are optional in nonpublic schools, but are a good way to formally involve parents in the program. Each nonpublic school is encouraged to identify two representatives to the District Advisory Committee and the principals of nonpublic schools are also invited to attend the meetings of this group.

Scheduling and Location of Nonpublic School Services

Nonpublic schools with on-site ECIA, Chapter I services must provide ECIA employees with space within which to work. Although ECIA services may be provided in the classroom, pull-out programs providing eligible children with services outside the classroom are also acceptable. The nonpublic school principal and teachers work cooperatively with

the district aides and district personnel to develop schedules of services which are convenient and meet the pupil's critical needs. Efforts should be made to avoid removing a child from class during times of instruction in the basic skills to avoid a supplanting problem. For example, it can be argued that removing a child from reading class to provide ECIA supplementary reading services is, in effect, reducing the regular teacher's class size. The practice of using ECIA services to supplant what the nonpublic school normally provides to children in classrooms is illegal.

New Pupils

New pupils entering nonpublic schools during the school year may be checked by the nonpublic school personnel for program eligibility. District ECIA, Chapter I personnel are not allowed to check new students for eligibility. Once a new student is shown to be eligible for services based on the child's residence in an ECIA/nonpublic school qualifying area and standardized test scores, services may be provided immediately by the ECIA, Chapter I staff. Patterns of ECIA services to nonpublic schools do not change as the result of new pupils being added to the eligible list during the school year. Service plans for nonpublic schools are prepared yearly by the district Consolidated Programs Office and are implemented in September of the school year.

ECIA School Year

ECIA, Chapter I services are given in nonpublic schools at times coinciding with the calendar of services in public schools. Work on the nonpublic school ECIA service schedule begins on the first day of school of the school year and pupils receive ECIA services as soon as possible. Nonpublic schools with on-site ECIA services can expect ECIA employees to report for work on the first day of the public school year and to work until the public school year has ended. Insofar as possible, didstict personnel assigned to nonpublic schools will take their holidays and vacation periods to coincide with the nonpublic school schedule of holidays and vacations. Questions concerning employee working days, vacation, and holidays should be addressed to the director, Consolidated Programs, 454-8266. Schools receiving off-campus ECIA services at public schools will participate in program activities based on the public school schedule when services are received. It is typical for public school resource teachers to give diagnostic tests and prepare service schedules during the month of September. Pupil reinforcement services usually begin in October.

Summer School

If ECIA, Chapter I funds are available, the Sacramento Board of Education may elect to conduct ECIA summer school. In the event such summer school is offered, the nonpublic school pupils that participate in ECIA programs are eligible to attend at the most convenient public school site.

Isolation and Segregation of ECIA Pupils

Federal and state law prohibits the isolation and segregation of ECIA, Chapter I pupils except on a temporary basis for remediating a diagnosed basic skill need; pull-out programs should not pull the children out of class daily for periods of time exceeding six weeks. Pull-out programs should not remove children from class for extended parts of a school day. A one or one and one-half hour pull-out is sufficient reinforcement for a pupil during a school day, and it is likely that less needy pupils will receive less pull-out time. Isolation for pull-out program services must be based on specific skill reinforcement prescriptions. ECIA classroom seating segregation or scheduling of pupils into a situation where all Chapter I pupils are in one classroom becuase they are eligible for Chapter I services is illegal.

Public Identification of ECIA Pupils

Every effort must be made to not publicly identify which pupils attending the nonpublic school are eligible for ECIA services. Lists of these pupils' names should not be posted in classrooms or distributed to parents or community members. Teachers will, of course, be expected to have a list of which pupils are eligible for services, but this list is confidential.

Reporting ECIA Pupil Progress

Certificated district employees will provide continuous information on ECIA pupils progress to the nonpublic school child's classroom teacher and the nonpublic school administrator. ECIA certificated personnel, when assigned to a nonpublic school, will attend pupil progress conferences at the request of the building administrator. Such conferences should be scheduled during the working hours of the district certificated employee. Records of ECIA pupil work are kept by the certificated district ECIA employee and are available at all times for school use.

ECIA, CH.1, SERVICES TO NONPUBLIC SCHOOL STUDENTS

To the extent consistent with the number of educationally disadvantaged children in the school district who are enrolled in private elementary and secondary schools, the district must make provisions for including educational services and arrangements in which such children can participate.

Caution: Because most districts utilize all or a portion of their EIA funds for SCE, the number of schools which receive compensatory education funding (both from state and federal sources) is greater than it would be if only Ch.1 funds were available. Since only Ch. 1 funds may be used to provide services to nonpublic schoolchildren, the district must determine which schools would receive Ch. 1 funding if SCE funds were not available to the district. It is only from these schools' attendance areas that students who attend nonpublic schools can receive services provided with Ch. 1 funds.

In Example 1 on page 2, if the "rank by number" method is used to rank schools, a district could fund Washington School with SCE and Lincoln School with Ch. 1 funds. However, when determining the school attendance areas from which students may go to nonpublic schools and receive Ch. 1 services, the district must select only the school or schools that would be funded if only Ch. 1 funds were available to the district. In this example, assuming there are only enough Ch.1 funds to serve one school, that school attendance area would be Washington School, not Lincoln School.

To be eligible to receive Ch. 1 services, children who are enrolled in nonpublic schools must reside in a Ch. 1 project area and meet the district adopted student selection criteria for identifying a student as educationally disadvantaged. If a district makes use of the Part C Option to serve all low-achieving students from low-income families, it must also provide for services to similar types of students who attend nonpublic schools.

The district must fund services to students who attend nonpublic schools at an amount that is equal to the per-pupil expenditures that support the services received by students who attend the public schools.

With regard to the manner in which districts include participation of nonpublic schoolchildren in Ch. 1 programs, the following major propositions, in accordance with federal law, must be adhered to:

1. Public school officials have the sole atuhority and responsibility for the supervision of public school teachers and other employees assigned to provide services at nonpublic school sites.

2. Public school personnel providing services to nonpublic schoolchildren are not involved in the internal administration of the nonpublic schools nor are nonpublic school personnel given any control or authority over the public school implementation of the Ch. 1 program.

The requirements enunciated above can be achieved if public school officials have separate and distinct authority and control over teachers and others (specifically instructional aides) who are assigned to Ch. 1 programs in nonpublic schools. Such sole authority and responsibility shall include,

but not be limited to, administrative decisions involving:

1. Appointment

2. Assignment to specific nonpublic schools

3. Reassignment, transfer, job performance evaluation, discipline, or discharge

4. Provision, at the beginning of each year, of detailed written instructions delineating responsibilities in the program and restrictions imposed on activities

5. Periodic provision of oral instructions during regular in-service programs to supplement written instructions. Both written and oral instructions should stress, among other things, that teachers and instructional aides;

   a. Are accountable only to Ch.1 supervisors and not subject to supervision of any nonpublic school official or employee

   b. Are assigned to the nonpublic school only to provide services to those students who meet Ch.1 eligibility criteria.

   c. May consult with nonpublic school teachers and administrators on the educational needs of eligible Ch. 1 students, but are solely responsible for the selection of students who participate in the program.

   d. Must take all necessary steps to assure that materials and equipment provided for Ch. 1 activities are used only in connection with the Ch. 1 program and are not diverted for use in the regular instructional program of the nonpublic school

   e. Must not become involved in any way with the religious activities of the nonpublic schools and are not to introduce any religious matter into their teaching

6. Periodic evaluations of Ch.1/nonpublic school programs to determine whether or not the aforementioned administrative policies are being effectively administered

7. Determination of whether or not instructional aides have been provided sufficient instruction, in-service training, and otherwise advised of their responsibilities and respective restrictions as they apply to their obligation to remain separate and apart from the nonpublic schools' basic religious instructional program.

California State Department of Education
Form A-127D (Rev. 3-83)

APPENDIX B

DISTRICT CONSOLIDATED APPLICATION FOR FUNDS FOR EDUCATIONAL PROGRAMS
PROGRAM YEAR 1983-84

CERTIFICATION OF PARTICIPATION OF NONPUBLIC SCHOOLCHILDREN IN ECIA, CHAPTER 1 PROGRAM

LEA Name	County	District Code	PART I SUBMISSION DATE: JUNE 15, 1983	Month	Day	Year	(Circle revision number)
	1	1 1 1 1					1 2 3 4 5

☐ Check if there are no nonpublic schools in the district. Do not put additional information on this page if checked.

Assurances by the public school system regarding the nonpublic school(s) that desire(s) to participate in the ECIA, Chapter 1 program.

a. Nonpublic school representative(s) were consulted by public school officials during the planning of the compensatory education program regarding selection of participants, identification of needs, provision of services, and program evaluation.

b. The selection criteria for nonpublic school participants are the same as those for public school participants.

c. Program participants all reside in a target attendance area and will be identified by name. A list of program participants will be maintained by the nonpublic school official.

d. The grade levels served are the same as in the public schools.

e. A complete and accurate description of services to be provided to the nonpublic school students is on file in the district office.

f. The program services to nonpublic school participants are comparable to services to public school participants.

g. Public school officials have the sole authority and responsibility for the supervision of public school teachers and other professionals assigned to provide services at nonpublic school sites. (The specific responsibilities for program management are described in the Targeting Manual.)

h. Public school personnel providing services to nonpublic schoolchildren are not involved in the internal administration of the nonpublic schools nor are nonpublic school personnel given any control or authority over the internal decisions of the public school district's implementation of ECIA program for nonpublic schoolchildren.

CAC, Title 5, §4423 (ECIA, Chapter 1, §557)

The undersigned certifies that this application has been reviewed regarding program participation of eligible students who attend nonpublic schools.

Signature of designated nonpublic school representative _____ Date / /

Title _____ Nonpublic school agency _____

To be completed by the district:
The following nonpublic schools have assured the district that they choose not to participate or have failed to respond to positive and timely requests from the district:

(Continue on other side, if necessary.)

BEST COPY AVAILABLE

Sacramento City Unified School District

ECIA Chapter I
Neglected & Delinquent Program

HANDBOOK

ISSUED BY THE

CONSOLIDATED PROGRAMS OFFICE OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

1983

Sacramento City Unified School District

ECIA, CHAPTER I
NEGLECTED AND DELINQUENT CHILD
PROGRAM HANDBOOK

Prepared by the Consolidated
Programs Office of the Sacramento
City Unified School District
1983

Sacramento City Unified School District

Board of Education

Vernon J. Freeman, President
Nancy Findeisen, Vice-President
Grant Bennett
Thomas Chinn
D. Jackson Faustman
Elinor Hickey
Louise A. Perez
Allison Alair (Student Member)

Administration

E. Tom Giugni, Superintendent
Frank E. Delavan, Associate Superintendent

Harold Stainbrook, Director, Categorical Programs and Services
Michael F. Berrigan, Director, Consolidated Programs

The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of race, sex, religion, color, national origin, disability, marital status, or age.

Qualifying Institutions

Institutions for neglected and/or delinquent children are eligible to participate in the Sacramento City Unified School District Education Consolidation and Improvement Act, Chapter I Neglected and Delinquent program (ECIA, Chapter I N & D) if they meet the following criteria:

1. The institution is located within the Sacramento City Unified School District.

2. The institution is certified by the state as a program for neglected and delinquent children.

3. The institution conducts on-site school classes at the grade levels served by the public school Chapter I program.

Annual Survey

Each October the Sacramento City Unified School District surveys the neglected and delinquent institutions in Sacramento and takes a count of those pupils who have been in attendance 30 or more days. This information is forwarded to the State Department of Education's Financial Office and to the district's Consolidated Programs Office. Each institution is contacted by the Consolidated Programs Office and invited to participate in the ECIA, Chapter I N & D Program.

Pupil Eligibility

A student enrolled for on-site classes in academic basic skill areas at a neglected and delinquent institution is eligible for Chapter I services if the following criteria are met:

1. The pupil is enrolled at a grade level eligible for Sacramento public school Chapter I program services.

2. The pupil receives classroom instruction in mathematics, reading, and language arts.

3. The pupil scores below the 50th percentile on a standardized achievement test in the areas of reading, language arts, or mathematics.

Types of Institutions Participating in the Program

Neglected and delinquent institutions participating in the Sacramento City Unified School District ECIA, Chapter I N & D program are residence and group care facilities serving youngsters directed for out-of-home placement through court action. The children eligible for services require more than basic foster youth care and can be characterized by a need for intensive social and psychological attention. These institutions provide some live-in staff and an individual casework approach which depends heavily on thorough educational, social, and psychiatric evaluations. Institutions eligible for ECIA, Chapter I N & D services are classified as serving neglected and/or delinquent pupils, are public or private agencies, are court schools, and provide tutorial or therapeutic services.

Chapter I Program Requirements

Institutions participating in the Sacramento City Unified School District ECIA, Chapter I N & D program must write a plan for that program which contains these elements:

1. The plan must contain components addressing over-and-above services in reading, oral language, written language, and mathematics.

2. The plan must address staff development.

Over-and-above services are those defined as being in excess of the school educational program. Such services may be of increased intensity in time, type, or attention. All ECIA, Chapter I N & D program services are over-and-above those activities offered by the institution.

Commitments Required of Participating Institutions

Neglected and delinquent institutions wishing to participate in the Sacramento City Unified School District ECIA, Chapter I N & D program must agree to the following conditions:

1. The institution must be willing to abide by district, state, and federal ECIA, Chapter I N & D program rules and regulations.

2. The institution agrees to use time from the school's instructional program or is willing to arrange additional time before or after the institution's school day for ECIA, Chapter I N & D services.

3. The institution agrees to confine the use of Chapter I personnel, materials, and supplies to the over-and-above use by eligible pupils for the purpose of reinforcing learning in the areas of reading, language arts, and mathematics.

4. The institution agrees that administrative control of Chapter I employees rests with the school district.

5. The institution agrees to abide by the goals and activities described in the Chapter I program plan.

6. The administrator of the institution agrees to facilitate program cooperation and communication between Chapter I employees, the staff of the institution, and representatives from involved support agencies.

7. The institution agrees not to direct Chapter I employees to work with ineligible pupils or to work at activities outside the scope of the Chapter I plan.

8. The institution agrees not to assign Chapter I employees to work on activities which are a part of the institution's regular school program for all youngsters.

9. The institution agrees not to work Chapter I employees on religious activities, physical education, cafeteria monitor duty, library duty, general record keeping, therapeutic counseling, programming/organizing/scheduling the child's regular school program, and all such other areas not addressed in the Chapter I plan.

10. It is agreed that the institution will keep such records and reports as may be needed to successfully plan, implement, and evaluate the Chapter I program.

Types of Reinforcement Instructional Services

ECIA, Chapter I N & D programs are developed to provide flexibility in the types of reinforcement instructional services given to participating pupils. Following diagnostic testing by the regular staff of the institution, a program plan for each pupil or groups of pupils with similar needs is developed. This plan is prepared by the Chapter I resource teacher assigned to the site and/or the institution's staff and administrator, and may be reviewed by the district's Consolidated Programs staff.

Typical reinforcement instructional services to pupils by Chapter I instructional aides include:

1. Tutoring

2. Use of workbooks, practice pages, drills, and other such written work

3. Use of motivational games and puzzles

4. Oral repetition and reinforcement activities to build skills in language, reading, and mathematics

5. Use of flash cards, programmed learning materials, and supplementary texts

In addition to these activities, certificated Chapter I resource personnel assigned to work at the neglected and delinquent institution may intiate instruction in the basic skills and other curricular areas addressed in the institution's plan, may select, administer, and interpret diagnostic tests for these areas, may prescribe remediation, and do such other tasks required of a licensed teacher working within the framework of the ECIA, Chapter I N & D plan.

Records and Reports

The institution is required to keep records of services provided to Chapter I pupils, time accounting records for Chapter I employees, and such academic profiles needed to conduct the institution's Chapter I program. Records must be kept for five (5) years and be available for inspection by district, state, or federal auditors.

Program Responsibility

The Consolidated Programs Office provides institutions with Chapter I personnel and budget services. This office also interprets federal legislation and develops Chapter I district rules and regulations for institutions. Line supervision of ECIA, Chapter I N & D programs under the administration of the director, Categorical Programs and Services, is the responsiblity of the Consolidated Programs Office. Questions on program and budget can be addressed to the director, Consolidated Programs, 454-8266.

Program Budgets

Institutions participating in the ECIA, Chapter I N & D program develop site budgets by working with the director, Consolidated Programs. Such site budgets itemize the expenditures necessary to operate the institution's Chapter I program and usually allocate a major part of the funds available to Chapter I personnel. District allocations of funds to schools are determined by the number of pupils enrolled in the program and the funding received from the State Department of Education.

Withdrawal from Program

Institutions participate in the ECIA, Chapter I N & D program voluntarily. Written requests for withdrawal of services may be made to the director, Consolidated Programs, Sacramento City Unified School District. Termination of a program results in immediate withdrawal of all Chapter I employees, materials, and supplies from the institution.

The Sacramento City Unified School District reserves the right to withdraw Chapter I services from any institution found to be in violation of district, state, or federal Chapter I rules. Such withdrawal of services shall be made in writing following consultation between the district and institution representatives. Copies of the correspondence generated in such a situation will be forwarded to the State Department of Education.

Duties of Resource Teachers

An institution for neglected and delinquent children which participates in the Sacramento City Unified School District ECIA, Chapter I N & D program may request a certificated resource teacher if sufficient numbers of eligible pupils generate sufficient funds to support such a position. Resource teachers must give direct instruction to eligible pupils in the course of their work, but are not allowed to assume regular classroom district instructional duties. The resource teacher keeps prescriptive and profile records for the children he or she serves directly and those served by instructional aides under the resource teacher's direction.

Resource teachers may not substitute, do monitor duty, or engage in any regular school activities that are designed to assist the regular school program.

The director of the institution may assign a resource teacher specific program responsibilities. These duties may include:

1. Ordering materials and supplies for the program
2. Loaning classroom teachers reinforcement materials from a central storage area and providing instructions in the use of materials
3. Preparing prescriptions for pupils receiving pull-out and/or in-class services
4. Doing diagnostic testing to identify skill weakness areas.
5. Directing the instructional aides in the resource room and/or the classroom
6. Keeping records of in-class services

7. Coordinating the program planning and plan writing

8. Organizing the scheduling of over-and-above services

9. Teaching basic skills to limited English and non-English speaking pupils

10. Acting as a contact between teachers and the Educationally Disadvantaged Youth Materials Center in borrowing supplementary materials

11. Preparing games and other reinforcement materials

12. Assisting in organizing volunteer parents

13. Training volunteer parents for tutoring and other program activities

14. Initiating plan amendments

15. Assisting in the preparation for on-site program reviews

16. Acting as a Chapter I/State Compensatory Education program monitor for teachers, aides, support personnel, and the institution's director.

Assigned Aide Duties

Instructional aides employed by the Sacramento City Unified School District in institutions for neglected and delinquent children are under administrative direction of the district. Day-to-day site program assignments are made by the on-site Chapter I program coordinator who may or may not be a district employee. The following list of duties may be assigned to Instructional Aides, Instructional Assistants I and II, or Teacher Associates employed to work in an ECIA, Chapter I N & D program:

1. Instructional aides may assist Chapter I pupils with reinforcement activities for reading, language arts, and mathematics.

2. Instructional aides may check and correct the over-and-above work of Chapter I pupils.

3. Instructional aides may keep pupil profiles and records of Chapter I pupils if these profiles and records are for Chapter I services.

4. Instructional aides may tutor Chapter I pupils in the basic skills, may interpret instructions for them, may listen to reading, observe their basic skill work, assist in practicing math, spelling, oral language, written language, and do such other activities that reinforce these pupils' progress in mastering basic academic skills.

5. Instructional aides may make teaching materials for reinforcing Chapter I learning activities and may prepare materials for daily reinforcement sessions.

6. Instructional aides may play learning games with Chapter I pupils.

Instructional aides are not permitted to take part in the following activities:

1. Instructional aides cannot plan or initiate regular or over-and-above instruction.

2. Instructional aides cannot be assigned yard monitor, bus monitor, noon duty, or assembly monitor duties. They shall not participate in hall monitor duty, library monitor duty, or other such general supervisory activities.

3. Instructional aides may not assist pupils with work in physical education, art, music, social science, science, or other curricular areas not addressed in the ECIA, Chapter I N & D school plan.

4. Instructional aides may not participate in field trips or picnics. Instructional aides are prohibited from participating in religious activities during their hours of Chapter I employment and may not supervise students while these pupils are engaged in religious activities.

5. Instructional aides cannot assume the teacher's instructional responsibility for any reading group, mathematics group, or language group.

6. Instructional aides are allowed to implement, but do not prescribe Chapter I supplemental services for eligible pupils. Likewise, instructional aides may give and correct tests needed for Chapter I services, but do not interpret or diagnose test results.

7. Instructional aides may not substitute for classroom teachers or support agency personnel during breaks or absences.

8. Instructional aides may not be assigned paperwork involving eligible pupils' normal, institutional school curriculum. Clerical duties, when assigned, must be supplemental to the correcting, sorting, grading, and record keeping generated in everyday classroom situations.

9. Instructional aides cannot be assigned to answer the institution's telephone, act as a receptionist, or work in the institution office on matters not directly related to the ECIA, Chapter I N & D program.

Classified Employee Rights

All Chapter I instructional aides, clerks, and other classified employees hired by the district to work in neglected and delinquent institutions have the same rights and benefits as other district employees. Questions concerning employee rights may be addressed to the district Personnel Office.

Schedules for Classified Employees

Work schedules for classified employees working in neglected and delinquent institutions are developed by the site program coordinator to best utilize the person's services for the benefit of the Chapter I program. Hours of work should be scheduled consecutively with morning and afternoon 15 minute break times included in the total hours worked. Lunchtime breaks, of no less than 30 minutes must be provided for employees working four or more hours a day, but are not included as a part of the employee's hours of employment.

Union Representation of Classified Employees

Classified ECIA, Chapter I N & D program employees are represented by the Sacramento Association of Classified Educational Employees/Service Employees International Union, Local 22. Complete employment agreements between the union and the school district are contained in the union/district agreement available from the director, Administrative and Evaluation Services, 454-8441.

Audits

Neglected and delinquent institutions, like public schools, may be requested to provide information for federal Chapter I audits. It is the responsibility

of the institution to provide auditors with sufficient information to conduct the audit. Records for audits are to be kept for five years. These include purchase requisitions with justifications for purchases, lists of supplementary services, and Chapter I employee time accounting records.

Institutions may also be inspected by the State Department of Education to evaluate the Chapter I services provided to the children. Such inspections are called "program reviews," and measure legal compliance and program quality.

Neglected and Delinquent Institution Chapter I Plan Writing

It is the responsibility of the Consolidated Programs Office to work with the principal of the neglected and delinquent institution and the central support office to produce a neglected and delinquent institution plan for Chapter I supplemental services. This plan is prepared in the spring semester of each year and is submitted to the State Department of Education on July 1. The plan is an application for funding and contains a program description, services provided by the district, and budget/statistical data.

Where Services are Given

Neglected and delinquent institutions participating in the Sacramento ECIA, Chapter I N & D program must provide instructional aides and resource personnel with space in which to provide services. Services are usually provided in the classroom, but pull-outs by Chapter I certificated resource personnel are possible where the employee is willing to be assigned such working locations and there is no physical danger from the pupils being served. Classified Chapter I personnel are not to be scheduled to give services outside the classroom unless accompanied by a staff member of the institution. Instructional aides are not to work in classrooms with pupils when an institution staff member is not present.

Efforts should be made to avoid removing a child from class during times of instruction in the basic skills to avoid a supplanting problem. For example, it can be argued that removing a child from reading class to provide Chapter I supplementary reading services is, in effect, reducing the regular teacher's class size. The practice of using Chapter I services to supplant what the institution normally provides to children in classrooms is illegal.

New Pupils

New pupils entering institutions during the school year may be checked by site personnel for program eligibility. District Chapter I personnel are not allowed to check new students for eligiblity. Once a new student is shown to be eligible for services based on standardized test scores, services may be provided immediately by the Chapter I staff. Patterns of Chapter I services to the neglected and delinquent institutions do not change as the result of new pupils being added to the eligible list during the school year.

Chapter I School Year

Chapter I services are given in neglected and delinquent institutions at times coinciding with the calendar of services in public schools. Work on the institution Chapter I service schedule begins on the first day of school of the school year and pupils receive Chapter I services as soon as possible. Insofar as possible, district personnel assigned to neglected and delinquent schools will take their holidays and vacation periods to coincide with the institution's schedule of holidays and vacations. Questions concerning employee working days, vacation, and holidays should be addressed to the director, Consolidated Programs, 454-8266.

Isolation and Segregation of Chapter I Pupils

Federal and state law prohibits the isolation and segregation of Chapter I pupils except on a temporary basis for remediating a diagnosed basic skill need; pull-out programs should not pull the children out of class daily for periods of time exceeding six weeks. Pull-out programs should not remove children from class for extended parts of the school day. A one or one and one-half hour pull-out is sufficient reinforcement for a pupil during a school day, and it is likely that less needy pupils will receive less pull-out time. Isolation for pull-out program services must be based on specific skill reinforcement prescriptions. Chapter I classroom seating segregation or scheduling of pupils into a situation where all Chapter I pupils are in one classroom because they are eligible for Chapter I services is illegal.

Public Identification of Chapter I Pupils

Every effort must be made to not publicly identify which pupils attending the institution are eligible for Chapter I services. Lists of these pupils' names should not be posted in classrooms or distributed to community members. Teachers and Chapter I personnel will, of course, be expected to have a list of which pupils are eligible for services, but this list is confidential.